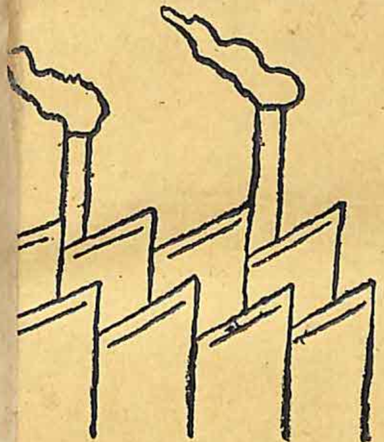
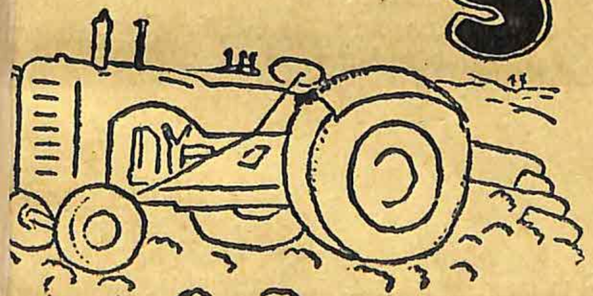
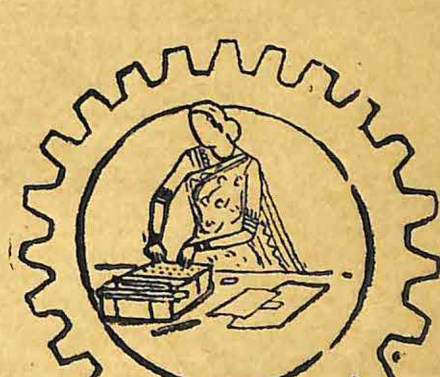
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TEACHERS' QUARTERLY





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Teachers' Quarterly

Foreword

The zonal conference of the Extension Service Departments of the Eastern States of India is just over. The Directors and Coordinators of the various colleges met together and discussed mutual problems and difficulties as well as the most successful activities, in order to fix up future programmes.

The Extension Service Department of the Institute of Education for Women was started in October 1955. From the beginning the cooperation and encouragement we received from the schools was very satisfactory. Teachers from many schools attended our conferences and refresher courses, and used our books and equipments; they read the Teachers' Quarterly and contributed to it; they came forward and requested us to hold "work shop"s on specific problems such as maintenance of Cumulative Record Cards or reform of examinations. All this is very heartening.

But we have come to feel that the most satisfying and worthwhile effect of the Extension Services has been that some of the schools are actually trying out reformed methods of teaching, examination or organisation and deriving excellent results from such attempts.

(1) The Chetla Girls' School and the Chittaranjan school for Girls' have just completed their three-year project on the teaching of History and Geography in classes VI, VII and VIII through the workshop method, in spite of shortage of accommodation and other

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WHAT SOME SCHOOLS DO

CHETLA GIRLS HIGHER SECONDARY SCHOOL

ENGLISH

I

(*Reported by Sm. N. Dasgupta, Headmistress*)

1. The Problem and Its Delimitation

Our problem was the low standard of English in the school. We felt that language being the vehicle of thought the aim of learning any language should be to understand, speak, read and write it. Moreover, English being a language of international communication, we felt the need for strengthening comprehension and expression in oral English as the basis for the achievement of the other objectives.

2. Hypothesis

We felt that :—

(1) The traditional methods of teaching English used in our classrooms neglected the oral approach.

(2) The creation of an English atmosphere was not possible through the Grammar-translation method.

(3) For most of our pupils the school was the only place where they came into touch with English, what we had to do under these circumstances was to aim at the maximum of attainment with the minimum of time with the help of intensive drilling.

3. Procedure

We learnt that the structural approach to the teaching of English had been evolved by specialists with these very objectives in view and planned to use it in our classrooms with some help from the Department of Extension Services of the Institute of Education for Women.

I was personally sufficiently interested to make a study of the approach, two of our teachers received special training and two others received guidance in their day to day teaching.

The new approach was first introduced in class VI in 1958. We prescribed E. V. Gatenby's Direct Method English Course and drilled the pupils in English speech before every lesson. As this course does not follow the orthodox structural approach, our drills also followed Dr. Palmer's pattern and gradation of structures. We used pictures and charts for conversation and attempted English speech in the English period as far as possible.

The current year (1961-62) is the fourth year of this project and the pupils who started on it in class VI are now in class IX. They are now face to face with the higher secondary school final syllabus and examination which will be their real testing time.

In the current year, again, we have introduced the more orthodox structural approach in classes III and V with oral drill with the structures from the draft syllabus (not yet enforced) prepared by the Board of Secondary Education of West Bengal backed by cyclostyled reading sheets prepared by the teacher and the Deepak Readers.

4. Evaluation

It is very difficult for me to make a correct assessment and too early as well for coming to definite conclusions; but I have no hesitation in

admitting that this method has proved to be a palliative though not a cure for our ills. I believe it would have acted as a cure if our application of it had been an ideal one.

Our defects in application may be summed up in the following manner :—

Firstly, each of our classes have four sections and it is next to impossible to provide equally zealous and efficient teachers for all.

Secondly, public education today strives more for quantity than quality. To aim at the ideal in the midst of mass production seems to be absurd.

We are, however, hopeful and have gained confidence that our aspirations are within the realm of the feasible. We shall not be lacking in zeal and effort, nor in intellectual openness, in the acceptance of new approaches and cooperation and exchange of ideas amongst ourselves. As everything new has to pass through trials and errors we shall take into account the positive aspects of our experiences and work towards the creation of the ideal classroom situation.

Lastly, we shall not forget the most important fact that no method by itself can fulfil an end, that achievement is tied up with the teachers' personality and devotion to duty.

EXPERIMENTAL PROJECT
II

(Reported by Sm. Prokriti Haldar, *Asst. Teacher)*

Name of the Project

We called our project an experiment on the teaching of a fused curriculum of history and geography through the workshop method.

2. Objectives

We adopted the following stated objectives for our work :—

(1) To combine the materials of history, geography and civics into a single course through which the pupil could feel to be closely associated with the past and present conditions and achievements of mankind and to have a personal contribution to make towards future progress.

(2) To cultivate, in the pupils, the qualities of cooperation, social sensitiveness, openmindedness, spontaneity, self-reliance, clear thinking, tolerance, initiative, courage for facing new problems and enjoyments in creative activities.

(3) To provide abundant opportunities for active learning, personal achievement, participation in groupwork etc.

3. Procedures

We divided the syllabus for history and geography for classes VI, VII and VIII, rearranged and correlated them into a single course to be dealt with in three years.

Section D of class VI was selected as the experiment group.

The subject matter was divided into meaningful units and the class into small working groups each to work cooperatively with one unit of the subject area.

Each group worked on its assigned unit by study and discussion with text and reference books under the guidance of the teacher. The work was recorded in group workbooks' and individual note books of the pupils and represented through maps, models, pictorial and graphic charts etc. prepared by the groups. Each group presented its finished work to the whole class under observation and criticism by the teacher.

Final assessment of information acquirement was made through one essay and one objective type of work over each area.

The experiment was completed in three years

with the same group going through the recast syllabus in classes VI, VII and VIII.

4. Difficulties

(1) Lack of suitable reference books specially reference books in Bengali. No text book was adopted in this section, the pupils had to refer to several books to find out the information they needed. Often they collected too much information making their reports too detailed and lengthy.

(2) We lacked accommodation. A spacious room is required for a proper application of this method, for group discussions, floor-talks, using reference books, decorating the room with charts, maps and pictures, setting up a big shelf with lockers for each group for storing files etc.

(3) We lacked means and opportunities for field-trips. Our application for financial assistance to the A.I.C.S.E. had not received kind consideration.

(4) The teachers did not have sufficient time for planning project activities and finding and reading up reference books and materials.

B. In spite of the above difficulties we have been able to achieve our objectives partially :—

(1) In other sections of the class the pupils draw maps unwillingly. In this group they did this work eagerly and gladly.

(2) Activity made learning interesting. The pupils did not learn by 'rote' but by clear understanding and proper reasoning.

(3) Pupils with experiment background of three years are able to give better response in social studies class in class IX and it is hoped that, in actual life in society, they will be equipped for facing their own problems.

(4) Regarding coverage of the given syllabus, the experiment group was able to cover most of the history and geography prescribed for classes VI, VII and VIII and results of objective and essay type tests indicated a fairly good standard of information acquirement.

HOLY CHILD INSTITUTE

I

REPORT ON A PROJECT ON SOCIAL STUDIES—1960

(Reported by Shyamali Sengupta, Class IX, 1960.)

Problem

While working on social studies in class IX, we, the students of the Holy Child Institute came across a problem on the Welfare of West Bengal. The problem was in two parts—

(1) Scarcity of water
(2) Floods.

Hypothesis

In order to find a solution to this problem, we studied the physical features of the world and came to know that the features of Holland and West Bengal were somewhat alike.

We, therefore, felt that a study of the development projects of Holland would help us to think out and make some suggestions for the improvement of the conditions existing in our country.

Procedure

To make our ideas clear we prepared models and maps of the river systems of Holland and West Bengal. We also made a model of how an

Indian village would look if a project like Holland's were adopted. On this model we placed little men and women made with plasticine. We showed the women carrying water and the men fishing from an artificial pond produced by an aero-motor. We placed windmills and men working in the fields irrigated by the aero-motor.

We made a typical model landscape of Holland and put little paper windmills on it. We also had the following working models prepared for us by the students of St. Teresa's Senior Basic school—

(1) The Primitive Bailing scoop.
(2) The Windmill.
(3) The Reciprocating pump.
(4) The Centrifugal pump.
(5) The Aero-motor.

We kept a laboratory practical book in which we wrote down the questions and answers which arose while working with the project. In this book we pasted pictures of the models and of the flooded lands of Holland and West Bengal together with Windmills.

We held an exhibition of all the maps, charts and models for our parents to come and see.

Conclusion

The study of the project has brought to us the conclusion that if West Bengal adopted development projects of dams and windmills like Holland, our land could become one of the most fertile in agriculture and productive in dairy farming In this way, we could be on our way to prosperity.

II
PROPOSED PROJECT FOR 1961

(From an oral account given by the Headmistress)

Problem

Why is there such scarcity of milk and milk products in West Bengal ?

Hypothesis

Our cattle are starved and kept under unhygienic conditions and their quality in generally poor.

Delimitation

Working on the problem would involve the following studies :—

(1) Feeding and stabling of cattle and their quality in West Bengal.

(2) In different parts of India and the world. *The name of the project* will, therefore be—"Study of conditions and quality of cattle and dairy farming in West Bengal and some parts of India and the world."

The following procedures will be adopted for the purpose :—

(1) Specify agencies involved—Private and Govt. dairies, milkmen, the cattle.

(2) Visit—a local khatal, a private dairy farm and a Government farm like Haringhata.

(3) Compare conditions point by point—types of cattle, diet, conditions of stabling, methods of production etc.

(4) Collect pictures and facts about cattle and dairy farming in different parts of India —Gujarata, Maharashtra, Uttarpradesh etc.

What are the most famous breeds of cattle in India ? Compare with West Bengal.

Compare the physical conditions in different parts with West Bengal.

(5) What are the most important dairy farming countries in the world ?

Select one most like West Bengal. Study in details and compare in the same way as in (4) above.

(6) Prepare models, charts, maps, laboratory book etc.

(7) Hold an exhibition.

EVALUATION

The exhibition will show all the work done for the project.

HOWRAH JOGESHCHANDRA BALIKA VIDALAYA

1. PROJECT ON THE TEACHING OF BENGALI

(Developed by Sm. Bina Chowdhury, Asst. Teacher.)

PROBLEM

The pupils are unable to understand and appreciate good literature in their mother tongue.

HYPOTHESIS

(*a*) The syllabi are not sufficiently literary and suitable for the stages of mental development of the pupils.

(*b*) The methods of teaching employed are not conducive to literary appreciation.

DELIMITATION

A. (1) The syllabi are complex and not drawn up with reference to the mental development and psychological needs of pupils at different age and grade levels.

(2) Pieces selected in text books are often devoid of literary qualities.

(3) Methods conducive to literary appreciation are not used because of the fear of the School Final Examinations.

(4) The domination of the public examinations makes pupils unwilling to work beyond the narrow limits of the prescribed text books.

B. (1) To find literature suitable for the mental development of the pupils at different age and grade levels.

(2) To specify qualities of literature suitable for the different stages.

(3) To adopt methods conducive to literary appreciation.

(4) To effect suitable changes in the internal examinations.

(5) To observe the effects of the new approach on the results obtained at the School Final Examinations.

PROCEDURE

(1) One section of class VI will be selected as the starting point of experimentation through class XI.

(2) Less emphasis will be laid on text books at the time of teaching.

(3) Simple, real and attractive pieces of genuine literary merit will be found for the pupils to study. (The teacher may be forced to make her own selection).

(4) A. V. materials will be used whenever necessary to make the subject matter clear and interesting.

(5) In teaching poetry emphasis will be on appreciation—study of language being postponed

till the language classes. Pupils will be encouraged to use dictionary for help in comprehension.

(6) Grammar should follow the study of language and literature and taught in the inductive way.

(7) Different types of composition will be used to increase the pupils' knowledge of and control over language and improve their powers of logical and cogent expression.

(8) Assignments of group and individual work, recitation, dramatisation, elocution, debates and discussions will be used to develop the pupil's literary and linguistic interests and abilities.

(9) Pupils will be encouraged to read beyond the syllabus and make personal collections.

(10) They will be encouraged to arrange literary materials chronologically to acquaint themselves with the development of Bengali literature.

EVALUATION

A. Tests will be evolved and administered.
   (1) Special tests to see how far the objectives have been achieved in the experiment group.

   (2) General tests to compare the relative achievements of the experiment and control groups regarding the extent of literary appreciation as well as the orthodox high school attainments.

B. The results of the School Final (Higher Secondary) Examinations will be awaited for a verdict on the merits of the experiment as well as the examination.

II. PROJECT ON THE TEACHING OF ENGLISH

(only rough outline available—plan to be further developed by teachers).

PROBLEM

(1) Pupils are unable to understand simple English or write correctly in English.

(2) The low-standard of their attainment accounts for the majority of cases of stagnation in classes and failure in the school Final Examinations.

HYPOTHESIS

English is taught in schools with unclarified objectives, incorrect methods and unsuitable text books.

DELIMITATION

(1) *Clarification of objectives* :—

   (*a*) Comprehension of simple English when heard or read.

   (*b*) Ability to express orally and in writing simple, correct English.

(2) Methods suitable for the achievement of the objectives :—

   (*a*) Oral approach as the most familiar, natural and permanent way of learning a language.

   (*b*) Sufficient drilling in hearing, reading, speaking and writing from the simplest forms onwards.

   (*c*) Copious reading of simple literature for revision and consolidation of attainment and not for learning English.

   (*d*) Functional grammar at later stages for consolidation and clarification.

   (*e*) Use of A. V. materials.

Procedures

(1) One section of the class in which English is introduced will be selected for experimentation.

(2) The class will be confined for a period to copious oral drill with revision and consolidation with pictorial charts and reading sheets.

(3) The text book (if any) will be introduced only after the attainment of sufficient linguistic skills.

(4) Group work will be used for drilling—bright pupils being utilised for the benefit of weak and/or retarded pupils.

(5) Recitation, dramatisation, wall paper etc. will be used for creating interest and giving practice in the use of English.

Evaluation

(1) Special tests will be administered on the experiment group for measuring achievement of stated objectives.

(2) General tests will be administered on the experiment and control groups for comparing achievement of special objectives as well as orthodox class room achievements.

GOKHALE MEMORIAL GIRLS' SCHOOL

TEACHING THROUGH PROJECTS

(By Sm. Sulekha Chakravarti, Asst. Teacher.)

Introduction

The main theme of modern education is that children should learn through activities and should gather information for some purpose. In this way only does learning become meaningful to them; hence they learn more readily when they see that their reading and learning are directed towards some end. It is this principle that underlies the project method. A project arises naturally out of the children's interests. Younger pupils like projects which can be completed in shorter periods of time as they lose interest if a project takes a long time. So the projects for Junior school children should be composed of units which can be covered in one or two terms.

The name of the Project—Coin collection

This project was taken up in class VI in which the average age of the pupils was ten years. The project began in November from the beginning of our school term and has been planned to continue upto May. Group work, in some from or other, may continue to the end of the year.

Problem

The syllabi for History and Geography for class VI are too wide. In History they have to cover the ancient civilisations of Egypt, Mesopotamia, Indus Valley, China, Greece, Iran, Phoenicia and the stories of Lord Buddha, Confucious, Alexander, Chandra Gupta, Asoke, Jesus Christ and others. In Geography, besides Physical Geography, the two continents of Asia and Europe have to be taught in details. So the problem was how to make the wide syllabus meaningful and interesting to the young children.

On the other hand, the new Indian coinage is very important and children should have a clear idea about it.

Hypothesis

Teaching through projects seemed to be the solution to this problem. A discussion was held in class on "Our Hobbies" and stamp collection and coin collection were found to be the two most common hobbies among the children.

"Coin collection" was chosen as our project for the year 1960-61 because the subject arose naturally out of the children's interests and we felt that the syllabus could be covered with the help of this project.

OBJECTIVES: A. TO TEACH THE CHILDREN—

(1) History of the barter system and the introduction of coins, history of coins used in different countries and different ages.

(2) History of ancient civilisations, different religions and the reigns of different kings who introduced coins.

(3) Geographical knowledge of the countries concerned—(specially of Europe and Asia).—their climates, minerals, crops, industries and the means of livelihood of the inhabitants.

(4) Currency systems of different countries and their value in relation to our Indian money.

(5) Knowledge of the Naye Paise.

B. TO ENCOURAGE THE CHILDREN—

(6) To pursue their hobbies purposefully.

(7) To work independently, methodically and neatly in cooperation with others for a common goal.

C. TO DEVELOP IN THEM—

(8) General knowledge, sense of responsibility and care for classroom properties.

(9) Powers of observation, self-confidence, habit of reading and collecting information.

(10) The sense of sharing with others, helping others and working for others.

(11) A sense of unity between school-life and home-life so that school-life could become happy and joyful.

(12) Friendliness towards all nations of the world.

(13) Discipline and cooperation for smooth and methodical progress of work.

SUBJECTS CORRELATED:—

A Literature and language
B History
C Geography
D Arithmetic
E Science
F Art
G Handwork

Field trips—(1) The Indian Museum
(2) The Mint

Procedures—There was a general introductory discussion about the children's hobbies and they were asked to bring their collections. The coins were divided into different groups country-wise and lessons and activities were planned.

The following pattern was followed in connection with different countries—

Indian coins—Ancient Indus Valley civilization, story of Lord Buddha, Geographical account, minerals of India etc.

Chinese coins—The ancient civilization of China, confucius, physical features, climate, minerals, crops and industries of China.

This procedure correlated History and Geography. Other subjects were correlated as follows :—

Arithmetic—Coins of different countries—currency-exchange rates. The naye paise and the

conversion table. Calculations (sums) with naye paise. Metric weights, sums on new weights.

(1) The weights were introduced because, on their visit to the Mint the new weights were shown and the values were explained to them.

Science—Different minerals used for coins in different countries, processes of coining, medals and weights, different kinds of machinery.

Language—

(*a*) Autobiography of a naya paisa.
(*b*) My visit to the Mint.
(*c*) My visit to the Museum (this has not yet taken place).

General knowledge—Information about the barter system, introduction of money, history of coins etc.

Reference books on these topics not being available for children the teacher had to collect and supply most of the information.

Field Trips—The visit to the Mint was made to enable to children to observe the actual process of making coins. They saw the minerals for coins, medals made at the Mint, the new weights being made at the Mint and the following processes:—

(*a*) Melting (electric and gas fired).
(*b*) Rolling (cold and hot).
(*c*) Blank cutting, examining.
(*d*) Washing, annealing.
(*e*) Stamping.

Before going to the Mint the children were asked to frame a set of questions which they wanted to ask. They put these to the guide who explained everything very clearly.

Group and other activities :—The children will prepare charts and albums of the following materials :—

(*a*) Lists of names of coins used in different countries.

(*b*) Currency exchange rates.

(*c*) Pictures of old coins.

(*d*) Impressions of coins collected by the children.

(*e*) Composition—essays and notes.

(*f*) Information about coins and the Mint.

Exhibition

An exhibition of the work done in connection with the project will be held at the end of the year. Children themselves will explain everything to the visitors.

Teachers Involved—The project was planned and carried out by Sm. Sulekha Chakravarti, the form teacher for class VI. She was helped by Sm. J. Bhadra, the science teacher who also teaches arithmetic and geography.

Difficulties—The greatest difficulty arose out of the want of suitable reference books for children. They collected information and pictures from some magazine articles but, for the bulk of the material, the teacher had to study several books from the National Library. She recommends "Ancient Coins" by Sri Rakhal Das Banerjee as an useful reference books for teachers.

Lack of time was also a serious hindrance so that everything had to be done hurriedly and briefly.

(*Note*—The above is a report of a project which is being currently undertaken at the Gokhale Memorial Girls' School. A project on "Stamp Collection" had been carried out by the same teacher in 1959-60, on the same lines, she has kindly promised to contribute a detailed article on the project in our next issue.)

CALCULTTA GIRLS' ACADEMY

CORRECTION OF WORK

(By Sm. Latika Gupta; Headmistress.)

The problem that confronts a teacher in the class-room, is correction of pupils' written work, class-work or home work. Indeed the task is a colossal one. A teacher running from class to class, carrying piles of books, presents a dismal picture and one's mind is full of apathy for the profession.

Often there is a discussion as to how to minimise the labour of a school teacher in the matter of regular correction of, written work. 'Writing maketh a man perfect' is the dictum accepted by all the educationists of all times.

Then where comes the scope for minimising the labour of going through all the exercises that a pupil has to write to attain perfection? Inspite of all my sympathy for my worthy colleagues, I could never utter the words of assurance by asking them to set less written work. Written work is the surest means with which the child forms the proper basis of knowledge. Thus the task of daily correction of written exercises becomes the inevitable lot of the teachers. Either in the Teachers' room or even at home their minds are harrassed by the problem of finishing correction of piles of books.

During the long period of my teaching experiences I have often thought of this problem and tried several methods in the class rooms.

In the quest of our salvation from the drudgery of correcting silly mistakes in the exercises of young learners, I experimented upon a plan in the top classes of the school with positive signs of success. In the matter of teaching English to the topmost classes like IX, X and XI the pupils must be made to do copious exercises. As we expect implicit obedience on the part of our pupils in submitting regular written work, the teacher also should take it as an imperative duty to correct these exercises regularly and within the scheduled time. But this is a giant's task. No teacher can maintain regularity unless she bears a modified attitude to the problem. So here comes the question of reform in the method of correction.

Suppose I am entrusted with the teaching of English to the classes IX-XI where pupils should write copious exercises to attain the faculty of writing English correctly. When the question of correcting these exercises comes, I don't at once ask them to submit their books. I would rather ask them to open their books and I want the corrections to be done by the students themselves after I have elicited the best corrected form, by asking questions from among the students.

To ask them orally what they have already written, either individually or by putting the question before the general class, serves a double purpose. First discussion of several answers made by pupils in the class, the best corrected form and its alternative too, are accepted and impressed upon the minds of the deficient section of students. The second is, they gradually acquire the faculty of speaking a foreign tongue. Thus they get over their shyness to speak in front of the whole class. I have often found my pupils responsive without reserve and that fulfils one of the objectives of language-teaching. Expression and enthusiasm both seem to be the reigning spirit of the class.

This modified method of correction has often enabled me to correct more than one exercise in the period, whereas by correcting the mistakes in the individual books the teacher can finish only the books of a small number of girls Other girls feel totally neglected and their progress suffers.

In case of teaching Mathematics also this method may be used with necessary modifications. Suppose in Arithmetic and Algebra classes, first few introductory lessons should not be hurried over. A good teacher should take every care to make herself clear to pupils. Proper black board work is recommended. The teacher should come down to the level of the beginners in the topics and even the simplest, axiomatic truths may also be emphasised by the teacher in the beginning. There is no boundary line to the ignorance of pupils and it is difficult to determine the starting point relying on their basis of knowledge.

After the introductory lessons accompanied by sufficient working of exercises on the black board, the teacher should set ample exercises as periodical assignments for the pupils' practice in class and at home as well. Then comes the problem of correcting them. The teacher should ask pupils their difficulties and explain them on the black board Pupils are not to be sent to the black board at this stage as they would require longer time and the teacher is required to do a good number of sums on the black board with the objective of removing difficulties of individual pupils. The pupils have their books open in front of them and they follow the class-correction with wrapped attention and do the necessary corrections from the black board. But many express their objection by saying that pupils' work should be checked and countersigned by the teacher daily. What solution is to be offered for this objection if we are eager to exempt our teachers from the burden of going through each individual book of the pupils.

The guardians are also anxious to assess the merits of the teachers and to exact the teachers' share of contribution in the making of an individual as they would be traceable in corrections made by teachers. Here comes the real conflict. The teachers is considered to be doing nothing if her handwriting is not seen in pupils' exercises.

As a remedy, I would suggest at the end of exercises done there would be a chart as follows :—

Exercises done and submitted...............

Signature of the teacher..................

Individual correction.....................

Class correction..........................

Signature of the teacher.

The teacher may put in her signature in the above chart to signify that the programme of work has been followed according to plan. Thus the objective of class-work *e.g.* enough practice to attain accuracy is reached.

In teaching History and Geography, also, rigid traditional forms are to be avoided. History and Geography should not be made lifeless memory work. The objective of teaching should be the analysis of guiding factors of events or phenomenan in History and Geography and this analysis should be done in class teaching with the help of proper teaching aids. The students are not to be taught line by line from the books but the topics and problems are to be presented to them in life's context.

ST. JOHN'S DIOCESAN GIRLS' HIGH SCHOOL

St. John's Diocesan Girls' High School was the first girls' school chosen by the Central Ministry of Education to receive T.C.M. commodities and the assistance of a member of the Ohio State University Team. One team member, Dr. Inez. R. Wells, the consultant in Commercial Education worked with the headmistress and teachers in this school from April 5th to 13th 1960. The following note has been prepared by the Co-ordinator with help of the detailed report submitted by Dr. Wells and notes given by the teachers of the Commerce Department. It is hoped that other schools with the commerce stream will benefit from the work done in St. John's Diocesan Girls' High School.

The procedure adopted by Dr. Wells was to meet teachers singly and in groups and to observe the work done by them in class. The school was presented with books on Commerce and Home Science and a tape recorder from the T.C.M.

On enquiring from the headmistress, she found the objectives of the Commerce Stream to be as following :—

(1) To prepare girls, for whom education terminated at the end of the Higher Secondary stage, for entrance to office jobs.

(2) To prepare girls whose families have their own business to help in conducting those businesses.

(3) To lay the foundation for higher education in the commercial area.

Dr. Wells however found that the school staff were not organised in faculties and, though there were four teachers teaching in the commerce stream, they did not meet together for the purposes of planning and clarification of objectives. Also there was no "Commercial Club" for the students.

There was a career mistress who was on leave at the time of Dr. Well's visit, cumulative cards were maintained and a guidance corner was planned, but no guidance or pre-information was available in class VIII for students intending to enter the Commerce stream and the commerce teachers had no knowledge of guidance procedures in the school. There was also no option of transfer from stream to stream in the early days of class IX.

Four teachers were teaching in the Commercial stream but the school had been experiencing difficulty in securing and holding qualified teachers because of low salaries. Both the teachers of Commercial subjects were men because women teachers were not available.

The Higher Secondary Curriculum of the Secondary Education Board was followed and the teachers felt that the inclusion of Book Keeping would improve it. They also felt that more time could be given to commercial studies if the students were freed from the requirements of the core subjects.

The comparatively low enrolments in the commerce stream might have arisen from the following facts :—

(1) That middle class Bengali girls generally did not seek commercial jobs.

(2) that there was a lack of clarification of objectives and a failure to acquaint class VIII students with the opportunities available through commercial education.

Three large and airy rooms were used for commercial classes. The furniture was new but the typewriters were old fashioned and there was no storage space excepting a built-in cupboard in one

room. There was one good black board in each room but this space was considered to be "entirely inadequate for use in commercial classes" by the consultant.

No visual aids excepting a typewriter key board chart were used. Maps were available but the difficulty of carrying them from room to room was prohibitive. The consultant recommended that there should be a Geography room where classes in Economic Geography could also be held. She also recommended that the epidiascope from the science room could be profitably used for commercial classes.

Use of copy-holders for typing classes and files for the study of filling systems was recommended. The students should receive some experience of the working of the duplicating machine in the school office because they have to study about duplicating.

As modern equipment was not being used, the consultant suggested that pictures of newest models could be collected from distributors or magazine advertisements and shown to the students.

The consultant taught the use of the tape recorder to each teacher of commercial subjects and several other teachers. The machine was also demonstrated to class XI girls and cyclostyled notes for pupils and teachers on the use of the machine were given to the school. The teachers' note adds that the students had been taking keen interest in the machine and taking dictations from it.

Dr. Wells was unable to observe what use the students made of their text books and was informed that there were no reference books on commercial subjects in the school library. One teacher said that the students had no time to use the library but that he himself could use reference books. He said that such bookswere available at public libraries but he had no time to go round to them.

The students used exercise books and files for work in subject matter and typewriting classes respectively.

The lecturing method predominated in the subject matter classes. The consultant noted that one teacher showed great skill in involving the students in thinking on the subject taught.

The black board was used for diagrams and outlines of subject matter which were copied by students in exercise books. The consultant felt that if materials could be prepared, cyclostyled and distributed beforehand and diagrams shown from charts, the time saved could be used more profitably for interesting and useful discussions.

The methods used in teaching typewriting were not in accordance with recognised principles of skill-building and the materials used in class were out of date.

The work of the students was evaluated on the basis of exercise books and weekly tests. The consultant felt that there was, perhaps, too much emphasis on repetitive revision work and that more could be done "to relate each unit to the preceding units in a systematic manner."

She was not able to observe the final examination results but the teachers' note adds that in the Higher Secondary Examinations of 1960, eight students had been sent up of which five came out in the first division, one standing first in the stream, and two in the second. All these girls secured honours marks in shorthand and typewriting.

Little or no use had been made of community resources. No tours had been planned for commerce students. No business forms had been collected and no survey had been made of the types of positions open to girls or of the qualifications needed by them.

At the end of the report, the consultant had

made more than a dozen suggestions for the improvement of commercial education. Some of them have been indicated above and some others are as following.

The consultant suggested that a study should be made, with the cooperation of the career-mistress, of the opportunities available for girls in the business world including the types of jobs open to high school and college graduates and the qualifications needed for entering those positions and that every teacher in the commerce classes should be aware of the type of education needed and the extent to which his or her classes contributed to that end.

She felt the need for planning for a coordinated commercial programme. The teachers of commercial subjects must find time to meet together to uncover problems and discuss possible solutions. It would be best to organise them into a faculty with a chairman.

Since none of the commerce teachers had any teachers' training, it was suggested that they should acquaint themselves with such of the T.C.M. books as principles of business education and methods of teaching business (commerce) subjects. They could also study text books used in the U.S.A. schools to acquaint themselves with their approaches.

They should also study the existing curriculum critically to find points of emphasis as well as to suggest suitable changes.

The examination could not be ignored but the teachers should be careful that the consciousness about them did not "operate to limit the learning of the students".

SAKHAWAT MEMORIAL GIRLS H. E. SCHOOL

S. BANNERJEE,
Headmistress

Introduction

Imparting of knowledge is one of the important functions of a school. We wanted to see that this was done effectively. We attempted to tackle this problem through several aspects of school-work and the following three brief reports constitute parts of that total activity.

I. The Time Factor

Teachers used to complain that the syllabi of all classes, from the highest to the lowest, were so heavy that it was difficult to cover them in course of a year.

We asked ourselves whether this was a real statement of facts or we were wasting time. We felt that time was being wasted in the following ways :—

(*a*) In the beginning of a session when the school fails to settle down to work immediately.

(*b*) At the times of various celebrations during the year.

(*c*) Before the half-yearly and annual examinations when the attendance of pupils fell off to the extent that instruction became useless.

(*d*) Lack of proper distribution of subject matter throughout the year led, at times to hurry and, at other times, to boring repitition work.

We felt that it would be possible to cover the syllabus if these ways of waste were stopped.

There would also be additional time for supplementary reading and correlation work.

To quote an example,—the history text book for class VI has only 132 pages including many pictures and the number of periods of 40/45 minutes each allotted to the teaching of the subject is 70 per year. Making allowance for losses of working days the minimum number of periods available to teachers should be about 66 to cover 132 pages. The history book is written in such an easy and simple style that there should be no difficulty in covering 3/4 pages in each lesson. Hence, these should be no actual shortage of time. Teachers should understand—

Firstly, that there is no cause for hurrying or leaving work undone and, Secondly, work could be easily regularly distributed throughout the year to prevent over-repetition on the one hand and skimping on the other.

We have introduced subject teachers' meetings to ensure better coordination and distribution of work. It has not yet been possible to hold these meetings very regularly but whatever planning has been possible in this way has proved to be useful.

II. Improvement of English

The areas of improvement were set by us as following :—comprehension, reading, writing, composition (including spelling and punctuation). Then all these areas were considered with reference to every class.

Reading and writing were stressed from the lowest classes upto class V. To emphasise the importance of punctuation ½ a mark was deducted for each error or omission of the same.

Spelling was taken care of in the following manner—the most important and commonly used words were picked out their meanings were made clear to the pupils and structures were demonstrated by breaking up the longer words into syllables. Spelling was taught not only from text books but also from History Geography etc. Sufficient drilling was given.

Spelling tests and dictations were given upto class VIII. Marks were allotted for the same in half yearly and annual examinations. Reading of literature was encouraged, from the earliest possible stage, for developing comprehension. Comprehension tests were also given in the following way—a passage of English was handed and taken away after ten minutes' study, the girls were then required to answer some questions from it. Sometimes they were asked to give a Bengali version.

Composition work was set within the range of experience of the pupils. Great attention was paid on proper correction of written work. Teachers complained that correction of work was more of a burden to them than of benefit to the pupils because they never paid attention to it and teachers were tired of reminding them. Symbols were, therefore used for making corrections and the pupils were required to rectify their own errors after interpreting the symbols. No further composition work was allowed to be done till correction of previous work had been done. Defaulters' marks were deducted at the half-yearly and annual examinations. The last seemed to be the most severe punishment and produced effective results.

We have been using the Direct Method with gradation of difficulties, but the introduction of the structural approach has been of great help.

Holding of regular meetings of teachers of English has enabled us to coordinator their work effectively.

III. Examinations.

We noticed that our teaching was greatly influenced by examinations.

We scrutinised the question papers of the half-yearly and annual examinations and reduced the

weightage of purely recall type questions such as writing of a poem learnt by heart and filling in of gaps in passage from text books etc., to 40:60 or 30:70.

In mathematics we included questions of mental arithmetic to the extent of 10 marks.

We moderated all question papers to ensure reasonable sampling and variety.

IV. CONCLUSION.

Though we have not evaluated the outcomes of our efforts scientifically yet we feel that there has been a general improvement to standards of learning in our school.

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(Continued from page 1)

difficulties. The children of the classes which did the project have developed so well that they are not only better in their grasp of social studies, but brighter and more confident in their school work in all subjects.

(2) The short term project in social studies carried on by the Holy Child Institute with classes IX and X on a comparative study of the river, irrigation and agriculture systems of Holland and West Bengal, culminated in an exhibition in February 1961, which was of a really excellent standard.

(3) The Chetla Girls, School and the Chittaranjan School for Girls, have introduced the new approach to their teaching of English through the new Direct Method Series by Gatenby and the Deepak Readers respectively.

We intend to publish detailed accounts of these and other reforms carried out by different schools in the pages of Teachers' Quarterly.

We invite schools to come forward and tell us about what reforms they are introducing in their institutions, so that other schools may be inspired by their successes and learn to avoid pitfalls from their experiences.

We also invite more headmistresses to come forward and introduce reforms in their schools.

NALINI DAS

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Book Review

EDUCATION FOR LIFE ADJUSTMENT — Edited by by Harl. R. Douglass and published by the Ronald Press Company, New York.

This volume is a symposium by many authors, each being a specialist in his or her area, designed to make contributions that should be helpful for school officials and committees in adjusting and expanding their school programmes to serve all youth in America. The rapid expansion of secondary education in India makes most of the recommendations applicable to our country also.

The proposed adjustments donot require an immediate, complete reconstruction of the secondary school curriculum and, as such, should be really useful for practical teachers. The objective is an "orientation of effort within the present framework of the schools' programmes."

The 'Life Adjustment Movement' in American education accepts 'the democratic process' as its essence and the 'democratic approach' in planning to meet the educational needs for all American youth for "citizenship, home and family living, working" and other common activities.

The first difficulty in making this adjustment in the school programmes was that "many teachers . . . had crystallized their professional thinking and their classroom practice and found it difficult to make adaptations" while the public generally gave "unthinking approval to the existing curricula, courses of studies and textbooks fitting the existing scheme".

Secondly, the old, orthodox theories of education, the "Decoration Theory", "The Discipline Theory" and the "College Preparation Theory" stood as "three traditional impediments" in the way of the "needs of young people and modern life."

Life, in the modern age, is changing rapidly. A large number of changes which must be taken into account by education, has been enumerated, some of which are as following—

Advance of technology,
Development of the physical and psychological science of propaganda,
Domination of the newspaper, cinema, radio,
Disintegration of the home,
Decline of the influence of religion,
Increasing complexity of economic and political life,
Relative disappearance of the sterner ideals and virtues like thrift, industry, honesty, etc.,
Emphasis upon personal appearance,
Intellectual sterility,
Increased mobility of classes in society etc.

To provide "Common Learnings" or "General Education" involving the provision for "learning experiences which everyone needs to have regardless of what occupation he may expect to follow or where he may hope to live," does not mean that the amount of academic work will be less. On the contrary, education being life-oriented, it is more probable that the pupils will work harder and cover greater areas of knowledge. They should be enabled to use these to solve their present and future problems. For example, Mathematics should be related to real life problems of buying, selling, investing, saving, insurance, interpreting tables, graphs etc. English should develop the abilities of discriminative reading, speaking, listening, understanding etc., as required in everyday life and Social Studies should develop attitudes, skills, understandings and other behaviour components.

The democratic approach would recognise the importance and dignity of the individual and utilise his improvability as a means of social evolu-

tion and progress and place a premium upon reason as a means of individual and group decision as a basis for action.

Adapted as educational objectives the principles would be that each individual should be enabled to develop into a responsible, self-disciplined and self-directed citizen capable of locating and using various sources of information for solution of personal and social problems and to use discussion, arbitration and compromise as a part and parcel of the democratic method of decision.

To develop these abilities pupils must be provided with opportunities to work cooperatively with others, to make their own decisions and to direct their own activities. They should be led to react to social problems and attack them intelligently, to discharge their obligations as members of society. They should be given practice in discussion, arbitration, persuasion, compromise and critical evaluation. They should be enabled to "exercise freedom proportional to their demonstrated ability to assume responsibility."

These parctices should be available through the functioning of the school community where pupil needs for adjustment and development are ascertained with the help of testing programmes and cumulative records.

Knowledge and information will not be considered unimportant, but when the programmes have been set up, it may transpire that "inter-relationship of problems across areas may serve to break down subject field barriers".

Evaluation should measure what it is aimed to measure, for "too often, when objectives are formulated in terms of attitudes, skills and so forth, the teacher measures progress... in terms of pupils' ability to memorise or in terms of academic skills".

"The child learns to perform in certain ways because it is a selective organism making adjustment to its own problems". The teacher-"is the intermediary between the needs and problems of the young and the conditions of the community in which those needs are to be solved." The need for "Mental and Social Adjustments of the Young" are very great in modern society because "feelings of confusion, insecurity, inadequacy and furstration are becoming increasingly a part of our lives." Types of necessary adjustments have been enumerated at length, some of which are as follows —

(1) Changing behaviour patterns in response to needs occurring in complex situations.
(2) Responding to organic necessities and growing in directions satisfying to man's organic nature.
(3) Satisfying basic psychological needs in relationship with others and learning from social relationships.
(4) Fulfilling social requirements, observing the 'rules of the game', determining what is good or bad, right or wrong.
(5) Becoming a constructive citizen, sensing "his own importance as a contributing member of the group".
(6) Developing adaptive flexibility capable of change and growth, not having opinions fixed, invariant and routinized.
(7) Being able to enter into wide social relationships from primary family relationships.
(8) Developing the ability of adjustment to thwartings and frustrations as these are absolute certainties involved in environmental restrictions, personal inadequacies, conflicting urges etc.
(9) Being able to withhold immediate, ego-serving tendencies in favour of a conjoint democratic solving of meaningful problems.

The school can foster these abilities through certain "landmarks" in its programme. Eighteen such have been enumerated of which the most important seems to be the following —

(1) Promoting pupil participation.
(2) Building of basic needs.
(3) Making flexible use of the syllabi.
(4) Promoting school-community interaction.
(5) Providing for a sense of competency.
(6) Recognising the need for membership.
(7) Equalising co-curricular activities.
(8) Providing a friendly atmosphere.
(9) Encouraging student-directed activities.
(10) Using individual differences as assets.
(11) Constructing effective guidance programmes.
(12) Constructing an operative philosophy.

Various subjects, then, have been analysed to show how they could be utilised to promote the objectives of education for life-adjustment.

English "seems peculiarly adapted to helping young people to adjust themselves to their condition as human beings swallowed by an unknown universe". Language being "an activity", "a habit" which changes and grows with the use people make of it, the orthodox way of teaching English in schools is "woefelly inadequate" and "the course of study" is a restriction of the principles of adjustment. An inductive approach and integration around learners' needs and backgrounds have been recommended instead.

In Social Studies, the selection of topics should be functional with an extensive use of extra-textbook materials organised into units and problems. Opportunities should be provided for observation and understanding of significant social processes. Habits of critical thinking should be practised.

Science leads to understanding of what is happening in our world, but a "stereo-typed strait-jacket of . . . . college preparatory course" should be exchanged for "functional science for wholesome living". The objective of teaching should be "an understanding of basic principles rather than a mere mastery of facts".

Mathematics has a "potential contribution to make"—"whenever quantitative data and relationships or the facts of space and form are encountered". The curriculum, however, should be life-oriented by inclusion of "current problems on which quantitative data must be collected and interpreted".

Music is not just a decorative culture, but is invaluable for developing discipline and mental health and increasing the quality and value of living.

Industrial arts give an acquaintance with and some skill in using common tools and construction methods", "a better understanding and appreciation of modern industry", "interest and abilities in crafts for leisure time" and several other important qualities.

Business is a subject emminently suitable for life-adjustment because "one of the most persistent interests of children is what they are going to do when they grow up" leading to enquiries into the "job value" of each subject studied in school.

Study in Home Economics is essential for acquiring "family efficiency" while Vocational education involving the development of "salable skills" is atleast as important as all other educational skills.

Physical education and reaction constitutes fundamental divisions of total education because neuro-muscular activities and play urges are utilised for total body coordination. Hobbies have educative value in addition to providing escape from boredom.

The next five chapters are devoted to the discussion of organisation and methods.

The organisation of the curriculum should aim at making education a process of developing, changing and fortifying youths attitudes, habits,

skills, interests, appreciations and ideals for democratic living. The programme should be planned by teacher pupil participation and modified continuously to meet new demands. Teachers should receive special training in democratic planning and instructional leadership and emphasis should be shofted from subject matter to problems and concerns of youth.

Guidance as a school service should be constantly available for systematic study of individuals for helping than to improve themselves by making the best use of their physical equipment.

Extra-curricular activities like school clubs, assemblies, homerooms, camping and other programmes give practice in democratic procedures and develop qualities of leadership.

Work experience is something more that vocational education. It should be a school community programme for adjusting through actual work.

Methods of teaching include group-participation, cooperative experimentation, establishment of rapport, congenial working situations, field trips, use of audio-visual materials, resource persons and community resources.

The community, claiming the major part of the students' lives, they should be prepared not only to fit into it but to do their part in adapting their community to the new demands of a dynamic and rapidly shifting social order.

The life adjustment programme in this volume has been delineated for large schools with large resources and large numbers of students drawn from all wolks of life in the community. But the concluding chapter indicates how this could be modified by adoption of partial programmes to suit smaller schools with limited resources.

KALYANI KARLEKAR

THE CONCEPT OF EVALUATION IN EDUCATION—Published by the Directorate of Extension Programmes, Ministry of Education, Government of India (1960), Pp. 1-26.

The booklet under review is prepared by Shri A. Samuel Durairaj, Evaluation Officer in the DEPSE and is one of the useful series of publications by the DEPSE in the first phase of the valuable work which this Directorate has undertaken for reform of Examination through the Central Examination Unit attached to it.

The booklet was foreworded by Shri R. K. Kapur, the then Director of the DEPSE from which the following significant extract will indicate the sense of the term Evaluation, now gradually coming into use, though not quite fully understood by all: "Evaluation signifies a wider, more comprehensive and continuous process of assessing student progress. According to this approach, evaluation is integrated with the whole task of education and its purpose is to improve instruction and not merely to measure its achievement."

The entire booklet in the course of nine short but clearly written out chapters introduce to the readers this new concept with all its collateral implifications. In the Introductory chapter, the learned editor clarifies what 'education' should aim at achieving and then in the subsequent chapters he deals with Educational Objectives. Broad as well as specific class-room (II) which are further clarified in chap. III. Change of pupil behaviour in terms of knowledge, skills, attitudes and interests is also discussed in this chapter. Chapter IV deals with the new concept of learn-

(*Continued on page 27*)

A ROUGH PLAN OF BEGINNING LESSONS IN ENGLISH

CHETLA GIRLS' SCHOOL

DAY 1

Structure — This is and proper name.

Situational oral drill — The teacher will indicate herself and say 'This is— 'and make each girl do so herself.

DAY 2

Structure — This is and proper name.

Revision and reading.

Apparatus:—Chart with picture of famous people and flash cards to be fitted on grooves on the chart.

Procedure—

1. The teacher will revise previous day's sentences re : the girls.
2. She will put up the chart and give oral drill.
3. She will make the girls repeat and put up the flash cards. This will be repeated several times.
4. She will test achievement by making the the girls put up flash cards to match pictures.
5. They will be asked to collect five pictures of famous men and women and paste them vertically on the 2nd page of a blank foolscap book or laboratory book. If possible they will fix their own photographs on the title page of the same.

DAY 3

Structure — This is and proper name.
Writing.

Apparatus — The teacher will bring a cyclostyled sheet with one sentence. 'This is and proper name' for each girl and one sheet each with similar sentences with names of famous men and women pictures of which girls have collected.

Procedure—

1. The teacher will cut the sheet containing girls' names into strips and distribute to the girls. She will ask each to read her sentence and them to write it on the top of the title page of her copy book. She will go ground to them once to see how they are doing and give guidance.
2. She will next give out the sheets with names of famous men and women and ask girls to read and select the names required for their pictures. She will go round helping selection and writing by the side of the pictures. If the work is not finished girls can take the work to be finished at home.

DAY 4

Structure — That is and proper name.

Situational oral drill.

Procedure—

1. The teacher will revise the previous Structure first with the chart and then with the girls.
2. The girls will drill This — That in contrast by coming near and going away from the picture.
3. The girls will divide themselves into pairs and drill.

DAY 5

Structure — That is and proper name.
Reading and Writing.

Apparatus — Cyclostyled sheet 'That is and proper name and the chart. Flash cards.

Procedure—

1. Girls will read out from the sheet and point at the chart.

2. They will match flash cards from a distance.

3. They will write sentences matching their pictures on the next page.

DAY 6

Structure—"This is a" and common noun.

Revision and situational drill.

Procedure—

1. Revision of This/That is and proper name.

2. Introduction and drilling of This/That is a/an and common noun with objects in the class.

Vocabulary — Ten of the easiest nouns from the following list can be selected, others to be added gradually in following lessons—
Pen, pencil, book, copy book, chalk, duster, board, bag, box, chair, table, desk, bench, ruler, scale, rubber, blade, knife, bell, clock, watch, key, letter, map, picture, umbrella, vase, door, window, wall.

Home work — The girls will be asked to collect or draw five pictures of the objects drilled and arrange then in a vertical line on the next page of their copy books.

DAY 7

Revision drill of the previous structures

This is — That is
This is a — That is a

The teacher will make the girls repeat all the four types of sentences in situation and with the help of the chart so that there is no confusion in their minds.

DAY 8

Structure — This/That is a/an and common noun.

Reading and Writing.

Apparatus — Cyclostyled sheets with sentences.

Procedure—

1. The teacher will distribute sheets, out by sentences, ask the girls to follow by reading and then acting.

2. They will select suitable sentence for the pictures in their books and write at home.

DAY 9

My, her, your.

Situational drill.

Procedure — The girls will be divided into groups of three and drill the following circuit with various nouns.
This is my book,
This is your book,
This is her book,
also with That.

DAY 10

My, her, your.

Reading and writing.

Apparatus — Cyclostyled sheet with sentences This/That is my/your/her and names of various objects.

Procedure—

1. The teacher will distribute the sheets, read

out sentence by sentence and ask girls to read out and act following her.

2. The girls will write 'This is my book' on their books and 'This is my copy book' on their English copy books.

DAY 11

This is a boy etc.

Apparatus—

1. Picture chart:—a boy, a girls, their belongings.

2. Flash cards.

Procedure—

1. The teacher will present the pictures and drill the following

This is a boy	This is a girl
This is Kishore	This is Lata
This is his—	This is her
That is her—	That is her

This will be thoroughly drilled with various words and a reading sheet will be given for practice in reading.

Homework — Girls will collect or draw pictures for writing sentences and arrange them on their books.

DAY 12

Writing—

1. The girl will match sentences from the reading sheet and write in their books.

DAY 13

My, your, his, her and name.

1. Situational drill as following

My	name	is
Your		
His		
Her		

2. The girls will write on the title page of their copy book—

My name is—

3. Home work — Draw or collect pictures of a boys and a girl and write His/Her name is in their copy books.

DAY 14

Drill—

I	am a	boy
You	are	girl
He	is	proper name
She		

1. Situational drill with girls addressing each other.

2. Drill masculine with pictures.

3. Write on the title page of the copybook.
I am a girl.
I am and proper name.

DAY 15

Writing with the help of a chart.

This	is	a girl
That		boy
He		
She		
You	are	

His	name	is proper name
Her		
Your		

1. The girls will draw pictures and write in their copy books.

2. The girls will write slips and pass on to their friends.

DAY 16

Here, there.

This is Bela	She is here.
That is Roma	She is there.
This is a book	This is here.
That is a pen	That is there.

You are Bela	You are here.
You are Roma	You are there.
I am Seeta	I am here.
She is Geeta	She is there.
This my book	My book is here.
That is your book	Your book is there.
That is her book.	Her book is there.

The class will be drilled thoroughly with variations.

DAY 17

Revision

I am Seeta. I am here.
Roma is here. She is here.
Kumar (picture) is here. He is here.
The book is here.
The pen is there etc.

DAY 18

Make two sentences from the substitution table first orally and then write down.

My	book	is	here
Your	pen		there
His	pencil		
Her			

DAY 19

It. (drilling)

This	is	a names of various
That		my objects.
It		his
		her
		you

DAY 20

Teacher will say—
I am a teacher.
This is a chair.
It is my chair.

Girls will tell her—
You are a teacher.
That is a chair.
That is our chair.

Girls will tell each other—
She is a teacher.
That is a chair.
That is her chair.

They will write—
Kamaladi is a teacher.
That is a chair.
That is her chair.

DAY 21

The teacher will collect pens, books, pencils etc.

This is a		
That is a		
This is	my	
Those are	your	noun
	his	
	her	

DAY 22

Reading sheet and picture chart (the previous one may be used)

This is	This is his.
This is her	This is his.
That is her	That is his.
Those are her	These are his.
These are her	Those are his.

They will make pictures at home and write similar sentences about them.

DAY 23

Rama	is	here	
Seeta		there	
This	is	my	objects in
That	are	her	singular
Those		his	and plural.
These		your	

You are here/there.
Your books etc. are here/there.
book
Similarly with my, his, her.

DAY 24

Write to teacher—
You are a teacher.
You are my teacher.
Your book is here
books etc. are there.

Review of Work

The greatest change to record with the end of the period under review is the transfer of the administrative control of the Departments of Extension Services from the Central to the State Governments. We have yet to learn about the details and procedures of functioning under the new set up, but have been given to understand that this change would bring about a greater degree of integration of the Department with the area of its operation. For us, therefore, the new working year starts with a good augury.

As we prepared ourselves to ring in the new we rang out the old year in our usual way by holding the Annual Conference of the Honorary Directors and Coordinators of the Departments of Extension Services of the Eastern Zone comprising of West Bengal, Bihar, Orissa and Assam.

The Zonal Conference was held on the 24th and 25th March, 1961, at the David Hare Training College with Dr. J. C. Dasgupta, the Principal on the chair. Dr. T. K. N. Menon, Director of Extension Programmes for Secondary Education and Mr. Hemrajani, Field Adviser, came from New Delhi to conduct the discussions. Dr. E. Woodman of the Ford Foundation attended the Conference as observer. We were fortunate in having Dr. D. M. Sen, Secretary of the Department of Education of the Government of West Bengal to open the Conference.

Two of the matters discussed at the Conference which may interest our readers were about Science Clubs and Experimental Projects in schools. The DEPSE promised to provide financial assistance for worthwhile efforts in both these directions and would also permit Departments of Extension Services to spend small amounts on educational experiments. It was recommended that the Departments should select a small number of schools for intensive activities for the improvement of education.

It may be added in this connection that the Ministry of Education has sanctioned financial assistance to the Institute of Education for Women for the establishment of a Central Science club for teachers of Science in secondary schools. We cordially invite all of them to join in this attractive venture.

Next in the list of our activities come a series of training courses to be held in course of the year 1961-62. A detailed programme appears elsewhere. We should like to have suggestions for additions and alterations from heads and teachers of schools. We should request them to suggest problems and topics for discussion on the given subjects and also whether other subjects should be included in the list. We are ready to organise course on request from about 20/25 teachers.

At the same time it must be remembered that only training courses do not deliver any goods just as taking teachers' training does not necessarily improve teaching. Current practices in schools being generally backward it is neither possible for us to say how to begin the work of reconstruction, nor it is possible for teachers to bring about necessary adjustments straight from the pages of books. Many of our participants come to us with questions, but, lacking a broadbased, practical experimental tradition, we can only quote chapter and verse from reports of researches in our country and practices in foreign countries. It is beyond our competence to offer any foolproof method for the application of these theories in the inadequate physical and mental background of schools, nor do we know what modifications these would require for adaptation to the

conditions of our country. All educational reconstruction, under these circumstances is bound to be tentative and experimental in nature, but where are the brave headmistresses and teachers willing to undertake such risks? Teachers' Quarterly shows that, though few in number, such people are firmly settled on the educational map of our country. This issue has become almost an experimental project special in which those who have dared to make experiments have come forward to explain them for the benefit of all. We hope that they will inspire others to undertake similar or different types of educational work.

An additional harvest reaped in course of our search for experiments was the discovery of a number of talented teachers with ideas and qualities of leadership. Some of them have been helping us with training courses as 'Teachers-guides' while others have planned and undertaken experiments which, taken together and with adequate follow up, should go quite a long way in improving the standard of secondary education in the State.

The crux and the hub of the whole of our movement is however the headmistresses. It is they, as the status-leaders of their institutions can take up or down, make or mar, the standard of education in the country. They determine the tone and atmostphere of their schools and the degree of development of their pupils. A headmistress with sincere desire for the improvement of her school not only in terms of success in examinations but also for proper development and life adjustment has the power of doing so as no one else has. As a matter of fact, however willing teachers may be to experiment with matter and method, they cannot move an inch without the green light from the 'boss'.

On the other hand, if the headmistress has ideas without the essential qualities of leadership, ability to plan and work in cooperation with her staff and draw out the best in them, then however eager she may be for reconstruction, her ideas being rootless would not flourish. The head therefore must have not only worthwhile educational ideas and courage for trying out new things, but also sufficiently developed qualities of democratic leadership for bringing out and making affective the same in her teachers.

Schools, to use a much maligned analogy, are like organic bodies all the limbs of which must flourish together and in balance with each other.

KALYANI KARLEKAR.

(Continued from page 21)

ing Experiences which are "The means to attain educational goals." Chapter V introduces the process of Evaluation (which is the crux of the topic) and the inter-relatedness among (i) Objective (ii) Learning experience and (iii) Evaluation has been discussed. Chapters VI & VII deal with Evaluation Devices and Evaluation Procedure while chapter VIII discusses the uses of Evaluation—*viz.* (i) leading to improvement of instruction (ii) clarifying objectives (iii) promoting better learning (iv) providing a basis for guidance which leads to (v) curriculum changes. Chapter IX discusses the role of the teacher who is "the key person in this reform." The last chapter (X) contains selected references on this subject of which the reviewer recommends the following two books for our prospective readers to being with *viz.*:—

(1) B. B. Bloom and others—Taxonomy of Educational Objectives.

(2) E. W. Furst—Construction of Evaluation Instruments and the publication of DEPSE Evaluation Secondary Schools (latest edition) for specimens of tools of Evaluation.

The booklet is a very helpful introduction to all teachers who are to play the most important role in the mighty task of examination reform ahead. (From "Library Service"—Department of Extn. Services, Govt. Tr. Coll., Hooghly.

INSTITUTE OF EDUCATION FOR WOMEN, DEPARTMENT OF EXTENSION SERVICES, HASTINGS HOUSE, ALIPORE, CALCUTTA

Ref. No. DESIEW-161|A|61. 1st May, 1961.

To

THE HEADMISTRESS,

The following training courses will be held at the Institute of Education and the David Hare Training College during the Summer Holidays :—

(1) *English*—High level language and literature course for teachers of English in classes IX to XI to be held from the 6th to the 19th June, 1961. Mr. P. Weaver, Education Officer, British Council, will take classes on Higher grammar, precis writing, semantics and comparison of the sound systems of English and Bengali. Discussions on different topics on language and literature and readings from literature will be conducted by experienced professors of English. Intending participants should state their special needs in their application. This course will be concluded in another fifteen days in the Pujah Holidays, therefore, all participants must attend both the halves of the course.

(2) *Bengali*—A problem-solving workshop will be held from the 6th to the 19th June 1961. Some of the problems received are 'Development of Literary Appreciation', 'Teaching of History of Literature' and 'Dealing with Spelling Mistakes' Intending participants should state their own problems along with application.

(3) *Workshop for headmistresses*—From the 5th to the 11th June, 1961. This will cover the following topics (*a*) Evaluation, C.R.C. Guidance, (*b*) Science Clubs, (*c*) Other Clubs, (*d*) Social Studies, (*e*) The Clean and Beautiful School, (*f*) Instructional Leadership.

(4) *Audiovisual Equipment and Materials*—From the 6th to the 19th June 1961. Training will be given in a selected range of projective and non-projective equipment and materials. Intending participants should state their requirements in their applications.

The following courses will be held for local teachers in the evenings during July, August and September—

(2) School Beautiful :
(1) Librarianship :

} As these would involve practical programmes only those who are willing to undertake activities should apply.

All applications should reach on a before the 10th May, 1961.

Applicants must give the following details :—

(1) Name.

(2) Academic qualifications stating examinations, class or division and subjects taken.

(3) Other qualifications and abilities.

(4) Teaching experience with subjects and classes taught.

(5) Whether hostel accomodation is required.

(6) Home address where information may be forwarded.

Participants will be subject to the following terms and conditions :—

(1) Teachers for the English course must undertake to attend the subsequent course to be held in the Pujah Holidays.

(2) Participants from outside Calcutta whether staying in the hostel or making their own arrangements will receive T.A. and D.A. as under the rules of our Department.

(3) Local teachers will receive actual travelling expenses.

CO-ORDINATOR,
DEPARTMENT OF EXTENSION SERVICES
INSTITUTE OF EDUCATION FOR WOMEN.

STATEMENT OF PARTICULARS
FORM IV, RULE 8

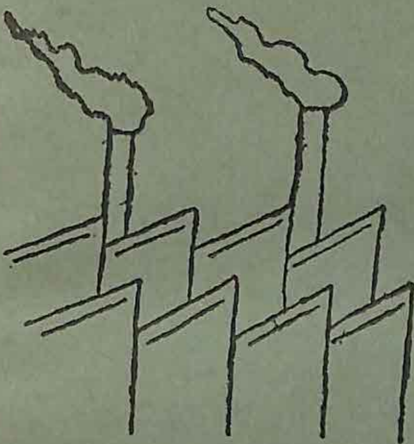
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6. Names and Addresses of Individuals who won of newspaper.	The Directorate of Extension Programmes for Secondary Education, Ministry of Education, Govt. of India, 3/17, Asaf Ali Road, New Delhi.

I, Kalyani Karlekar, hereby declare that the particulars given above are true to the best of my knowledge and belief.

KALYANI KARLEKAR

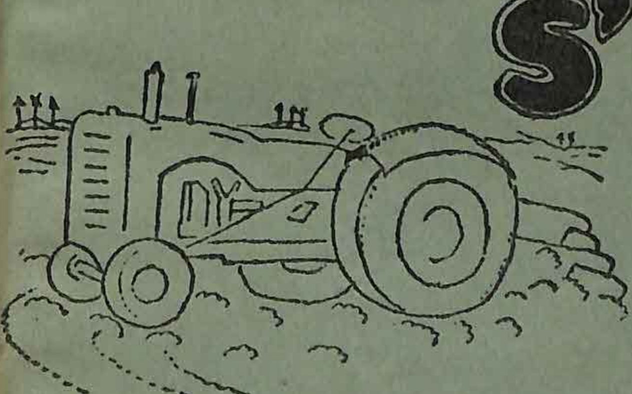
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TEACHERS' QUARTERLY





Vol. VI No. II

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EDITORS:

Nalini Das

Kalyani Karlekar

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Department of Extension Services, Institute of Education for Women

20B, JUDGES COURT ROAD, CALCUTTA

Teachers' Quarterly

Foreword

Rabindra Centenary celebrations are being held all over the country and even in other countries of the world. Most of our schools are organising special functions with Tagore's own songs and plays.

While all this is worth while, it is not enough for us teachers. We owe it to the great poet who turned a school teacher in the prime of his life, and devoted most of his time, energy and money to the development of his institution, that we should at least study his educational ideas and try to emulate his ideals as far as possible.

Let us try to understand one aspect of Rabindranath's educational thought. He had compared our schools to factories where work started with the ringing of the bell at half past ten in the morning. The pupils went home carrying a few pages of machine-made learning at half past four. Later this 'learning' was tested at examinations and labelled. The whole process was mechanical the teaching included.

It was a dismal picture, but, unfortunately a correct one, even today. "If I want my son to grow up into a man, I should see that he grows up like a man right from childhood. Otherwise he will always remain a child. He should be told not to rely entirely on memory and be given plenty of opportunity to think for himself and use his imagination."

But the students of our schools mostly read without thinking and memorise their lessons without using their intelligence or imagination. They appear to care only for success in the examination which

"consists in obtaining the largest number of marks with the strictest economy of knowledge. It is a deliberate cultivation of disloyalty to truth, of intellectual dishonesty".

And who is responsible for this sorry state of affairs? Are we not, teachers, ourselve conniving in the whole vicious process though often unwillingly?

Many of us are fully aware of this mechanical monotony of our school work. We lay the blame for this at the door of the syllabus, the text books, the system of examinations and the paucity of resources —in fact we blame everything and everybody, except ourselves.

These things are admittedly imperfect and will have to be gradually reformed. But, while considering the causes of this lack of vitality in our system of education, we forget one fundamental thing, viz, that for most of our teachers themselves, their subjects are like dead specimens.

"In education the most important factor is an atmosphere of creative activity, in which the work of intellectual exploration may find full scope. The teaching should be like the overflow of a spring of culture, spontaneous and inevitable. Education becomes natural and wholesome only when it is the fruit of a living and growing knowledge."

And who can vitalise education, except the educator—the teacher? "A teacher can never teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn to one flame, the teacher...who has no living traffic with his knowledge, but merely repeats his lessons to the students, can only load their minds, he cannot quicken them. Truth not only must inform but inspire."

NALINI DAS

"The power of thought and the power of imagination are indispensable to us for discharging the duties of life. We cannot do without those two powers if we want to live to be real men. And unless we cultivate them in childhood, we cannot have them when we are grown up".

—THE VICISSITUDES OF EDUCATION.
Rabindranath Tagore

The Legacy of Rabindranath Tagore

PRINCIPAL J. LAHIRI, M.A., B.T.,
Dep. Ed. (Lond.), T.C. (Cantab.),
WB.S.E.S. (Retd.),
Lahiri College, Chirimiri, M.P.

A MAN OF GOD-LIKE GENIUS

A man of god-like genius is born once in a century. Blessed is the country where such a one is born, for he becomes deathless for all time. Ordinarily the idol of one age is often relegated to the scrap-heap of Time's lumber room in the next. But a man whose writings appeal to the eternal verities, to the Universal instincts of human nature must be one who has gone into the roots of things. Such a man was Rabindranath Tagore the most universal, the most encompassing and the most complete human being known the world over as a poet, patriot, painter, teacher, humanist, prophet and philosopher, seer, venerated in his own country in the tradition of ancient rishies and abroad as a myriad-minded personality integrated and rolled into one. Whether judged by the test of Carlysle or of Emerson's ideal representative man, Tagore was admittedly the nation's hero and the most representative figure, standing head and shoulders above others. He represents the cultural tradition or spirit of India the tradition of accepting life in all its fullness, richness and variety and of going through it with song and dance. He was, indeed, the most impassioned and powerful interpreter of the spirit of India who was able to transform, as if by the magic of his genius, the Indian Cultural movement from an idyl into a living force. The amplititude of his mind and the extra-ordinary versatility of his genius were such as to find creative self-expression in almost all branches of human culture.

HIS APPEARANCE AT A CRUCIAL HOUR OF THE NATION'S HISTORY

He came at a time when political subjection had eaten into the very vitals of the body and soul of India like a fell disease consuming the living tissues and killing the living organism slowly but inevitably. He came like a beam of light that pierced the darkness and removed the scales from our eyes so that we could see things in their proper perspective. When truth hardens into a tradition, when a cycle of intellectual depression passes over men's minds, when the living stream of national life is blocked by accretions and accumulations of dead centuries like a sluggish river, such are the men sent down to the earth by God to resurrect the life-giving message of truth to humanity.

A MAN OF ACTION

Strangely enough, the dreamer of dreams was also a doer of deeds, a man of action. The great man of letters is always the stronger for being at the same time a great man of the world who has faced the facts of life and has come into grips with reality. Among the various fields in which he worked were education and rural reconstruction. He translated his educational ideas into hard reality by establishing his school and University at Santiniketan, which has become one of the focal points of Indian culture, based on a rational synthesis of the culture of the East and the West thereby falsifying Kipling's dictum. His concern for the uplift of the common man and the solution of his economic ills was reflected in the establishment of his Santiniketan where a comprehensive scheme of rural reconstruction based on the co-operative system, was implemented for the first time in India. The patriot in him made him too sensitive and devoted to the freedom of the country to remain always in his ivory tower of poetry and song. Again and again he stepped out of his specula-

tive sanctuary and, in prophetic language, warned the British Government against its repressive policy in India, warned Japan against Chinese aggression, warned the West for its money-grabbing materialism and the narrow cult of nationalism that brings in wars, in important pronouncements. He was the leader of the Rennaissance of Bengali literature which he enriched beyond measure by his contributions and he took a prominent part in the Swadeshi movement in the first decade of the century. He gave up his knighthood as a gesture of protest against the Amritsar massacre. "The time has come when badges of honour make our shame glaring in the incongruous context of humiliation and I for my part wish to stand shorn of all special distinction by the side of those of my countrymen who for their so called insignificance, are liable to suffer degradation not fit for human beings." All these go to prove that he was not a visionary poet but he was fully aware of his duties and responsibilities in the world of men.

His Message of Universalism, Humanism and Internationalism

Besides the legacy he left for us in the field of literature and social reconstruction, his message of universalism, humanism, and internationalism constitute a triple gift, the value of which is yet to be appreciated by the world. His mind was imbued with the sublime ideals of the Upanishads. He realised in the core of his heart the essential inner unity of mankind and the brotherhood of men who were 'Amritasya Putra' i.e. sons of the Immortal. To realise this inner unity of mankind he felt that peoples, races and nations must come to know each other on a cultural level. To achieve this lofty ideal of cultural synthesis he conceived and established his 'Viswabharati' which has for its motto 'Yatra Visvam Bhabatyakanidam', i.e. 'where the world makes its home in one nest'. He sought a rational synthesis between the Indian traditional values and the materialistic concepts that seem to militate against one another, on a higher cultural plane. He felt that it is upto the genius of India to attempt this synthesis and so to achieve a true kind of unity through the practical application of her principle of unity in diversity as she has done whenever there was an impact of diverse cultures in the remote past of her chequered history. Here is an important lesson to mankind divided by hate and geographical barriers.

When the first Eurepean War broke out, his mind was filled with a long drawn agony of suffering. When the warring nations of the world, intoxicated with blatant and narrow nationalism and divided by hate, were flying at each other's throats he saw with a prephetic vision that the whole world was dashing itself to pieces. At this crucial juncture in the world's history, Tagore stuck to his faith in universalism and stood rock-like, firm and unfaltering in that faith determining at the same time to go forth to all the world to preach his message of peace, love and brother-hood. So from the year 1919 onwards the poet embarked on his world pilgrimage every four months wandering up and down the world preaching the message of universal goodwill and peace — an ideal which he embodied in his Viswabharati or House of Universal Culture. Like his illustrious father, Maharshi Devendranath Tagore, he become as it were, a Bairagi (unattached sannyasi) somewhat like a religious wanderer, for ever wondering away into the infinite beyond the limitations of the earth, a pilgrim of eternity, preaching his message of humanism, peace, universal culture and fellowship of man. Thus it was that his Shantiniketan gradually became a place of pilgrimage for all peoples and races. So it was that Tagore became India's internationalist par excellence and yet his feet were always planted in India's soil from which his poetry drew its sustenance and inspiration while his mind was saturated with the wisdom of the Upanishads.

His humanism rests on the fundamental assumptions that no man is an island, that we are all members of one human family, that each of us has to play his part in this forward march towards prefection, that the life-force is continually striving to improve in its creations and that this pro-

cess must continue until men and women became something like gods and goddesses (like Bernard Shaw's "supermen"). The spirit of man has faced all kinds of dangers ever since man was forged out of the apeman, but his growing intelligenece has somehow helped him to overcome all obstacles that have come in his way. Every man is a custodian of a little particle of that spirit and that intelligence, that divine discontent which constantly urges him on and on to the betterment of his race and it is upto him to contribute his quota so as to bring into existence that happy world which Tagore prayed our own country might achieve in future :—

Where the mind is without fear and the
head is held high.
Where knowledge is free.
Where the world is not broken up into
fragments by narrow domestic walls.
Where words come out from the
depth of truth.
Where tireless striving stretches its arms
towards perfection.
Where the clear stream of reason has not
lost its way in the dreary sand of dead habit.
Where the mind is led forward by Thee into
ever-widening thought and action.
Into that heaven of freedom, my Father let
my country awake.

Even though his musical voice has been silenced forever by death all these years, fortunately for humanity, the clarion call of his message for a better order of things is really timeless and its appeal to humanity eternal. Is was Tagore's immense service to India that he induced his countrymen to come out of their narrow grooves and made them think of the broader issues affecting humanity. It was this that makes Tagore the outstanding humanity of our generation.

(*To be continued*)

"When races come together as they have done in the present age, it should not be merely the gathering of a crowd. There must be some bond of relation, otherwise they will knock against one another.

Our education must enable every child to grasp and to fulfil this purpose of the age, not to defeat it by acquiring the habit of creating divisions, and of cherishing national prejudices. There are of course natural differences in human races which should be preserved and respected and the mission of our education should be to realise our unity in spite of them, to discover truth through the wilderness of their contradictions."

TO TEACHERS — TALKS IN CHINA.
Rabindranath Tagore

WORKSHOP FOR HEADS OF SCHOOLS

A workshop for headmasters and headmistresses was held from the 5th to the 11th June, 1961 under the joint auspices of the Departments of Extension Services of the Institute of Education for Women and the David Hare Training College. Unfortunately, we have not received full reports of all the sittings and are summarising below the reports that were submitted to us.

Inauguration

The workshop was inaugurated on the 5th June 1961 at 10.30 a.m. by Dr. J. C. Dasgupta, Principal, David Hare Training College. In his opinion secondary education was more important than college education in the building of the characters and careers of students and, hence, the future of a nation depended upon the foundations laid at this stage. The purpose of conferences and workshops of people entrusted with leadership in this section of education was to study together common problems in the context of modern educational developments and arrive at the best available solutions.

Sri Mukherjee, Co-ordinator of the Department of Extension Services of the David Hare Training College, then gave necessary details for the conduct of the workshop and invited one problem (in writing) from each of the participants for future discussion.

Books from the library of the Departments of Extension Services of both the training colleges were made available to the participants.

Two different discussion meetings on hobby clubs generally and science clubs specifically were held in the afternoon session.

Hobby Clubs

This discussion was held with Sm. Karlekar, Coordinator of the Department of Extension Services of the Institute of Education on the chair. At the outset Mrs. Banerjee, and Sister Immaculate headmistresses of the Sakhawat Memorial Girls High School and the Holy Child Institute for Girls respectively gave descriptions of the clubs organised in their schools. The Holy Child Institute also had clubs for ex-students participating in social work like organising night schools etc. The points for discussion were then classified as following—(a) objectives, (b) types, (c) scope and activities, (d) constitution (e) clubs and curriculum (f) role of teachers and (g) finance.

The objectives of the clubs were to be formulated with the ideal of the school as the centre of community life. The immediate aims, however, could be to provide diversion from the boredom of routine activities, to give opportunities to pupils to discover and develop their talents and to help them in adjustment to future life.

Types of clubs could be scientific, literary, fine arts, musical, dramatic etc. Or there could be 'subject clubs' following school subjects. This latter type of clubs would be co-curricular in nature with close connection with curricular activities.

Activities in such clubs could be innumerable. In literary clubs members could have essay, debating, elocution and recitation competitions ; could collect beautiful pieces of literature or famous quotations. In art clubs members could participate in creative artistic activities according to age and ability, collect samples and models to make a museum. Music, dance needlework and crafts could be practised in fine arts clubs. Scrapbooks, question boxes bulletin boards, magazines, readings etc. also could be profitably included amongst club activities. The chief difficulties in the way of such activities were, firstly, the want of time

and, secondly, the reluctance on the part of teachers to undertake additional burdens outside of school work. Lack of discipline also, sometimes, offered an obstacle where students tended to become uncontrollable in the comparatively free atmosphere of clubs.

The problem of finance was a difficult one and it was suggested that all hobby clubs should receive financial assistance from the Board of Secondary Education.

Some discussion was held about the most suitable type of club constitution providing freedom of activity and at the same type, controlling indiscipline and other abuses but no conclusion could be reached for lack of time.

Science Club

In the latter part of the afternoon Sri S. P. Mukherjee gave a clear, detailed and conclusive talk about Science Clubs. He said that every multipurpose school with science stream should have a science club and that the Government was prepared to help in the setting up of such clubs with financial grants and equipment.

The purposes for establishing science clubs were to make the study of science more effective and interesting, to inculcate a scientific attitude in Science students, to encourage group and individual initiative in the pursuit of science as a hobby and to provide for suitable leisure time activities in future life.

The activities in the science club were different to class activities. In the class, teachers gave directions to pupils while they were passive and submissive recipients of knowledge, but in the science club the pupils could choose their own outlines and procedures according to their talents and abilities. They could work out answers to their own problems while the teachers helped with suggestions and references.

The various types of activities that the science club members could undertake were then enumerated as follows:—

(1) They could prepare scientific apparatus, make charts, diagrams, models etc. If these were good enough to be used for classroom teaching and used by teachers then the club members would feel greatly enthused.

(2) A small and humble collection of minerals, rocks, plants etc. could be developed into a museum by students and similarly a collection of books could be developed into a science library.

(3) Scientific news could be collected and posted on a bulletin board also published in a magazine by the science club.

(4) A question box could be maintained the most interesting questions from which could be discussed, answers found and the answers put up on the bulletin board published in the science magazine.

(5) A meteorological section of the club could check up weather daily by recording maximum and minimum temperature, humidity and rainfall with the help of barometer, thermometer and raingauge. These records could then be compiled in a monthly weather chart.

(6) A science celebration day could be held with a scientist from the locality or abroad as guest-speaker.

(7) An annual science exhibition could be held for guardians and the public with all the work prepared by club-members on show.

The main requirements for a science club were, firstly, accommodation, i.e., the school must provide a special room for the club. Secondly, equipment—which the school must have purchased out of grants received. Thirdly, competent teachers for guiding members which also the school must already have for teaching science.

The club committee should be formed with the head of the school as the president, the teacher-in-charge as sponsor and students as secretary, assistant secretary, treasurer and committee members.

Meetings should be held once a month or atleast once in two months.

The whole of the 6th June, 1961, was devoted to discussions about and the maintenance of cumulative record cards in schools.

GUIDANCE IN SCHOOLS

In the morning session Sri K. P. Chowdhury, Professor-in-charge of the Bureau of Educational and Psychological Research of the David Hare Training College opened his lecture on the topic by saying that it was the heads of institutions who could utilise modern educational reforms for their schools. Though it was true that the existing environment offered limitations yet lack of conviction also very often stood in the way of introducing new ways. Some thought that the introduction of modern methods slowed down progress in schools. No doubt, the new theories had not yet been perfected, but how could perfection be schieved if they were not tried out in actual practice in schools ? On the other hand the belief that a good teacher can teach well wholly by tradition and intuition is not a sound idea either.

The term guidance or school guidance has a wide sense. Social and vocational opportunities for students are becoming wider with the introduction of diversified courses in the higher secondary Schools. Opportunities for trade training, apprenticeship etc. are expanding. The country is in the process of industrialisation. On the other hand there is still the spectre of unbalanced educational development and consequent unemployment. Planning is, therefore, urgently needed in this field.

The diversified courses are important in as much as they provide for different abilities in pupils, but guidance is needed for diversion of students to streams suitable for the type and level of their abilities.

The general level of efficiency of schools must improve for provision of guidance in the proper sense of the term. Guidance plays a very important role in finding and checking pupils' weaknesses at the earlier stages of school-life, in developing their personalities and aptitudes and in helping them to select suitable courses of studies in preparation for future life. It is the duty of schools to develop themselves for the performance of these new duties and the State Education Department should help them by supplying tools and technical experts for making such development possible.

Every school should start with a school guidance committee, set up a school guidance corner and organise hobby clubs, a parent- teacher association and career talks.

Hobby clubs would help pupils to develop their talents, interests and aptitudes, their verbal, numerical, spatial and artistic senses and abilities. To be effective no club should have more than forty members. Sittings of clubs should be held once fortnightly for two periods at stretch. Scrap books of information and interesting collections should be maintained by members. Question boxes may be put up for arousing curiosity. Each club should undertake projects of activities or studies pertaining to its own subject.

The main purpose in starting a guidance corner would be the dissemination of guidance information. A specially constructed bulletin board for exhibition of suitable materials should be its centre. Hobby-clubs' news and information about different careers and courses may be put up on the Board. Headings like—'For your information—' 'Your attention please !" may be used to attract attention.

A beginning with a 'Parent-Teacher Association' may be made for class VIII after which the diversified courses would begin. The different streams of studies and their future prospects along with the school's findings about the abilities of the pupils should be fully explained to the parents.

The School Guidance Committee constituted the most fundamental of all guidance organs of the school. The head of the institution should be the chairman of the Committee, the career master, the secretary with the function of the execution of decisions of the committee.

All guidance work should be planned ahead for a whole session.

MAINTENANCE OF CUMULATIVE RECORD CARDS

Prof. Mahanto of the Bureau of Educational and Psychological Research spoke on this subject at the afternoon session of the 6th June, 1961. He explained the purposes or objectives of these cards and suggested that their introduction would involve some changes in the existing educational set up.

The decision to introduce cumulative record cards was taken following the recommendations of the Indian, Education (Mudaliar) Commission of 1954 regarding the changed aims and ideals of secondary education. Changes were accordingly planned in the general structure of school education as well as in the methods of evaluation. The comulative record card was prepared for implementing certain changes in the procedures for the total assessment of pupils' personalities, talents and attainments. This card implied the inclusion of the development of a child's personality in the schedule of curricular activities and involved wider knowledge of child-development.

Some difficulties were placed by the existing educational set up, in the way of proper maintenance of cumulative record cards, but proper attempts should be made, in the interests of education, for overcoming these obstacles. Inadequacies in the existing system of schooling should be exposed after the introduction of these cards.

One of the greatest difficulties was that the teacher had to find the extra time for doing this work. At least ten minutes of such time should be provided for the class-teacher to meet their pupils in personal discussions and come to close contact with them. To cultivate this close association and augment personal knowledge the same teacher should remain in charge of a class for three consecutive years, i.e., VI, VII, VIII and IX, X, XI. It was also essential for teachers to plan pupil-activities for each year well in advance.

SOCIAL STUDIES

The morning session of the 7th June, 1961 was devoted to a discussion on the teaching of Social Studies under the direction of Dr. J. C. Dasgupta, Principal, David Hare Training College, assisted by Professors L. C. Chakravarti and N. L. Basak.

The main objective in the teaching of Social Studies in the opinion of the participants, was to acquaint young people with their own land as a complete unit. This acquaintance would not be confined to academic study but extend to an awakening to the duties and responsibilities of the young people to their country.

The existing syllabus was defective in this respect and a new syllabus had been drafted by a committee under the Board of Secondary Education of West Bengal for an integrated study of the subject with India as our motherland at the centre.

Every pupil should know how our people lived in the past and have a first hand knowledge of our present-day living along with a comparative study of the ways of living in other countries in the past and present.

Suggestions were then given by some headmasters as to how the syllabus could be arranged to include relevant information from history, geography, civics etc. without increasing the load of studies on the pupils.

SCHOOL BEAUTIFUL

Sri S. N. Mitra, the officiating Superintendent of the Botanical Gardens, Calcutta, gave a talk, in the afternoon session, about arrangement of plants, trees and flower-gardens in schools.

Sri Dutta, headmaster of the Jagabandhu Institution followed up with a description of gardening activities in his school.

A programme of discussion on guidance and the maintenance of cumulative record cards was taken up again on the 8th June.

SCHOOL GUIDANCE

The morning session was taken by Prof. K. P. Chowdhury who recommended that for effective guidance service, class groups should be taken in four units as following—Unit I—Classes VI and VII, Unit II — Class VIII, Unit III — Class IX and Unit IV — Classes X and XI.

The headmaster, in consultation with the career master should have 'course profiles' of pupils maintained in order to be able to guide them to proper choice of careers. These profiles should embody data about their interests, attainments and abilities. Interest profiles may be drawn from hobby clubs. Attainment profiles may consist of graphical interpretation of marks obtained by pupils and ability profiles may be prepared through observation and recording of the expression of the pupils' potentialities in various kinds of activities. For this the school should provide ample scope for activities for its pupils.

Systematic guidance schedules and career talks should be provided for pupils in every school. The headmaster may draw the cooperation of employment authorities and the nearest employment exchange by taking their help for career talks for pupils.

The career master, which every school should have, should have the following duties—

(1) Be the secretary of the school guidance committee.
(2) Supervise hobby clubs.
(3) Coordinate teachers' duties in connection with guidance.
(4) Arrange for the administration of psychological tests.
(5) Organise unit-wise career talks.
(6) Conduct the school guidance corner.
(7) Contact the State Psychological Bureau and the local Employment Exchange.
(8) Interview students for guidance to proper courses.

All guidance policies should be fixed by the school guidance committee.

After this general talk group discussions were held about the five wings of guidance work, viz., (1) hobby clubs, (2) school guidance corner, (3) school guidance committee, (4) career-talks and (5) the Parent Teacher Association and each wing was discussed under the following heads—(*a*) purpose, (*b*) organisation, (*c*) activities, (*d*) problems and (*e*) suggestions for solutions.

MAINTENANCE OF CUMULATIVE RECORD CARDS

The afternoon of the 8th June was devoted to the discussion of some details regarding the maintenance of cumulative record cards. Taking for granted the difficulties in maintaining these records under the existing school conditions and considering ways and means of working in spite of them, group discussions were held on the following lines :—

(1) Health Records : The school medical officer, if the school had one who had time to spare, was the best person for this work. Teachers might keep note of absentees and the reasons for absences and observe the general appearance of pupils. Height and weight records should not be difficult to maintain. Any loss of weight should be reported to guardians.

(2) Position of responsibility, awards etc : Class teachers should allot duties to monitors, housemasters etc., or in the manner of basic schools, to ministers for health, food, cleanliness etc., in a way that all students have to undertake some responsibility in course of a session. Co-curricular activities offer good scope for observation for these

and students who volunteered for work on special occasions, and 'days' should be given credit and appreciation.

(3) Interest could be expressed through various class subjects as well as co-curricular activities. Subject teachers, hobby-club sponsors and games teachers should be entrusted with observing interests and reporting to the career master. Linguistic interest could be assessed through class exercises in reading, writing etc. and also through essay competition, debating, extempore speech making, rhyming. Observation of special 'days' offered scope for expression to literary talent.

Interest in science could be observed in classes as well as through science and other clubs, exhibitions etc. Interest in mathematics could be observed in similar context. Artistic interest could be observed in good handwriting, drawing, map and chart making and also exhibition work and observation of special occasions and 'days'.

For interest in music the school could organise music groups for participation in functions and ceremonies. The school could hold musical competitions.

Interest in household work, though important for curricular purposes, could be judged mainly through participation in social occasions and also through the Parent-Teacher Association.

Interest in games and sports could be observed wholly through co-curricular activities.

It was seen that interest was observable, to a large extent, through co-curricular activities like social occasions, excursions, hobby clubs, games and sports etc.

(4) School attainment was generally expressed by examination results. The best way for a reliable calculation was to take the average of the annual, half-yearly and class examinations.

(5) Personality traits were to be observed day, by day through all school activities and behaviour of pupils.

(6) Other information like serious and persistent behaviour-problem or extra-ordinary skill should be specially noted.

Dr. Rao's Talk

Dr. Rao, Deputy Director of Education of Andhra Pradesh, gave a talk on "Secondary Education in Andhra Pradesh" at the morning session on the 9th June, 1961. He said that higher secondary schools in Andhra had twelve classes but they were now trying to convert them to the eleven-class pattern as in the other states. In Andhra, the Science stream in higher secondary schools, was divided into two sections — the physical and the biological. He also gave some details about the emoluments of teachers in that state.

School Problems

The afternoon session of the same day was devoted to the discussion of four problems from those suppplied by the participants previously. They were as following :

1. *How to eradicate malpractices at examinations* : The 'honour' system ,under which examinations were held without invigilators was mentioned and discussed, but no conclusion could be reached because the participants were of different opinions.

2. *The problem of absenteeism amongst teachers and how to meet situations arising out of such absences* : It was suggested that 'pupil-teachership' periods should be used for such exigencies. This however, raised the question whether the syllabus could be finished in this way. Another suggestion was that every teacher should keep ready questions with the headmistress which could be answered by pupils when she was absent. The third suggestion was for pupils to work on assignments on their own iniative and the fourth, that

special remuneration should be given to teachers for foregoing casual leave.

3. *How to increase pupil-initiative* : It was suggested that they should be taught to organise their own work from lower classes. In this way they would develop the ability to work on their own with teachers' suggestions. This will increase their sense of responsibility as well as initiative.

4. *How to raise the standard of attainment of pupils in schools* : Competition through the House system was suggested as a means of obtaining good work. It was suggested also that the progress of the houses as well as of individual students should be demonstrated through graphs in order to inspire all to do better work.

INSTRUCTIONAL LEADERSHIP

This subject was discussed on the 10th June, under the guidance of Mrs. Karlekar. The group had been previously supplied with copies of Dr. Corey's book on the subject and had been requested to read it.

The discussion started with definition of leader and 'leadership' and continued through statement of the requirements or means for the development of leadership. The group process was discussed in connection with 'democratic leadership' which in the opinion of all, was the best type of leadership. Experimentation being an essential in the spirit of good, dynamic leadership, steps for proceeding on experiments or 'action research' were drawn up.

The afternoon session was spent in role-playing by participants in dramatised group situations—one favourable and another unfavourable. Process observers observed and reported upon factors helping or obstructing the group processes.

The session concluded with discussion on how heads of institutions could improve their own leadership qualities as well as those of the teachers.

CONCLUDING SESSION

The 11th of June, 1961 was the last day of the workshop. This session was held at the Institute of Education for Women. Satyajit Ray's film 'Rabindranath' with English commentary was shown in the morning. At break, the participants had tea with resouce persons. Reports were read in the afternoon under the chairmanship of Sm. Nalini Das, Principal, Institute of Education for Women.

Everybody present expressed appreciation of the spirit of the workshop and the necessity for repeating such experience every year. Some suggested that district conferences of this nature should also be held.

"Three factors were involved in improvement. One was willingness to listen to or read about what other people had tried and found successful when facing similar problems. Another was the ability to examine our own past experience critically . . . . The third factor was the ability to formulate hypotheses that could be tested."

—INSTRUCTIONAL LEADERSHIP *by Mackenzie, Corey and Associates.*

Training Course on A. V. Materials and Equipment

(From a report submitted by Sm. B. Sengupta)

I. GENERAL REPORT

A training course on Audio-Visual materials and equipment was held from the 7th to the 20th June 1961 under the auspices of the Department of Extension Services of the Institute of Education for Women.

Sm. Bijaya Sengupta, lecturer of the Institute, who had deputised for the Coordinator at a training course at the National Institute of Audio-Visual Education at New Delhi, organised and directed the course. Seventeen teachers of Secondary Schools participated and some of the members of the college staff, while assisting Sm. Sengupta, obtained good practice in manipulation of photographic and other mechanical equipment.

The course consisted of theory lectures along with practical work. Hence, long hours of work were inevitable. Work started daily from 10 a.m. and continued beyond 4 p.m. with a break of an hour in the middle.

The participants were divided into three groups working simultaneously, viz., handicraft, photography and projection. Rotation of groups made it possible for everybody to have experience in every section of work.

The course was divided broadly into two parts, (1) lectures and practical work in sections from the 8th to the 16th and (2) intensive practical work from the 17th to the 19th. All participants had to submit short papers of their practical problems in the teaching of their special subjects.

The course started on the 7th morning with a meeting of the participants and resource persons followed by lectures on the 'Structure of the Eye and Ear' and 'Media of Communication' by Sm. Sobhana Dasgupta and Sm. Bijaya Sengupta respectively.

On the 10th June, the participants visited Mrs. Arjun Roy's house to see her artistic craftwork.

On Sunday, the 11th June, the participants joined in a common programme with the other groups to view the film 'Rabindranath.' In the afternoon, they worked in the library under the guidance of Sm. A. Sanyal, the college librarian.

On the 14th, from 1-30 p.m. to 7 p.m. the participants visited the processing department of the Statesman Press and the projection room of the Elite Cinema. Mr. Mullick, whose services were kindly lent by Mr. Wadia of the Gaumont-Kalee and company explained the operation of cinema projection. Thanks are due to Sri Chatterjee and Sri Karnal by whose kind permission these visits were made possible.

Day and night outdoor photography was practised around the Victoria Memorial Hall under the guidance of Sri Guha and Sri R. Dasgupta.

The handicraft section of the course was conducted by Sm. N. Ghosal. Instruction on paper-work was given by Sm. A. Das and papier-mache work was taught by Sm. I. Das of the Institute. Sm. Arjun Ray gave instruction on shell-work with demonstrations.

The course concluded on the 20th June with an exhibition of work done by participants and projection of films and filmstrips by them. Mrs. N.

Das, Principal, Institute of Education and Director of the Department of Extension Services presided and gave away the certificates of attendance.

II. THE SYLLABUS

Opening lectures—

(1) The structure of the Eye and the Ear.
(2) Media of Communication.

Photography—

(1) General photography.
(2) Types of Camera & the use of accessories, lens filter, exposure metre, use of flash gun.
(3) Camera loading and operation.
(4) Control of exposure—different types of films. Depth of field, distortion of perspective.
(5) Study of photographs and pictures by famous Artists and photographers.
(6) Outdoor (still and on the move). Indoor available light, flash gun and coloured and night photographs.
(7) Practical work—preparation of note books and handling of the Camera.
(8) Composition in photography.
(9) Different kinds of paper (selection) for contact printing and enlarging of negatives.
(10) Dark room work (practical).

Operating Projectors—

(1) Theory of projection.
(2) Types of projectors, their component parts and functions. Types of films.
(3) Electricity and voltage etc. Alternate and Direct Current. Convertor, transformer, bulb, fan. Connections with projectors.
(4) Care and maintenance of projectors and films. Andience, their position, film-mending (splicing).
(5) Problems one may face during the operation.
(6) Introducing slides, filmstrips and films of different types.
(7) Practical work, operation, adjusting and threading.
(8) Plans and ways—how to make filmstrip on 120 films,—i.e. 35 and 75 m.m. for educational purposes and coordination with lesson plans for 45 minutes class-teaching.
(9) Operating filmstrip, opaque and 16 m.m. movie projectors.

Handifraft—

(1) Theory of line and colour,—their use and other materials etc. in handicraft.
(2) Different types of art in Handicraft for educational use. Display Boards.
(3) Theory of colour-mixing and types of paints and paper etc. heltering.
(4) Theory of making charts, maps, models etc. with different materials (use of pictures, stamps and coin and shells—collected).
(5) Discussion on paintings and other work by famous artists etc.
(6) Practical work i.e. making of charts, models and maps etc.
(7) Use of Graph and Stick figures in class-room teaching.
(8) Planning of work in handicraft for class-room teaching in different subjects.
(9) Practical Handicraft.

III. WORK DONE BY PARTICIPANTS

SM. HENA MAITY—Aligunje Girls High School
Theory—Audio-Visual Aid and its application.
Practical—chart ঋজুরেখক্ষেত্র সাহায্যে চিত্রাঙ্কন coloured (paper cutting). Snapshots and printing and developing, paper model.

SM. GAYATRI PAL—A r a m b a g h Girls High School, Howrah.
Theory—Audio-Visual Aids and their application.

Practical—Chart—Eskimos in Summer—coloured (painting). Snapshots and printing and developing, paper model.

SM. GITA CHATTERJEE—Baruipur Girls High School, 24-Parganas.
Theory—Importance of Audio-Visual training course.
Practical—Chart—A negro and a Red Indian (Enlargement Black and white). Snapshots and printing and developing, paper models.

SM. ARUNA PANDEY—Bishnupur Sisksa Sangha.
Theory—Audio-Visual Course.
Practical—Snapshots and printing and developing, chart— "জবাফুলের বিভিন্ন অংশ" (coloured painting).

SM. PARUL BANERJEE—Bratachari Viryasram.
Theory—Educational value of Audio-Visual Course.
Practical—Chart—the structure of the eye (coloured painting). Snapshots and printing and developing, paper models.

SM. JHARNA MUKHERJEE—Municipal Girls Multipurpose School, Burdwan.
Theory—Utility and importance of Audio-Visual Aids in the teaching of History and Geography.
Practical—Chart— বিচিত্র রূপিণী কাশ্মীর (picture cutting and assembling). Snapshot and printing and developing, paper models.

SM. PREETIMA KANUNGO—Diamond Harbour Girls School.
Theory—Audio-Visual Aids and their application.
Practical—Chart— ঋজুরেখ ক্ষেত্র সাহায্যে চিত্রাঙ্কন Snapshots printing and developing, paper model.

SM. PRATIMA MUKHERJEE—G.M.M. Girls High School.
Theory—Audio-Visual Aids and their application.
Practical—Chart—"A negro and a Red-Indian (Enlargement black and white). Snapshots and printing and developing, paper models.

SM. PURNIMA MUKHERJEE—Holy Child Institute, Beadon Street.
Theory—Educational Value of Audio-Visual Course.
Practical—Chart—Steam Engine (Paper cutting). Snapshots and printing and developing, paper model.

SM. JYOTI ROY—Kamala Girls School.
Theory—Audio-Visual Course.
Practical—Chart—United States (coloured painting). Snapshots and printing and developing, paper models.

SM. LILA ROY—Navajata Vidyayatan.
Theory—Audio-Visual Course.
Practical—Chart— বিচিত্র রূপিণী কাশ্মীর (picture cutting and assembling). Snapshots and printing and developing, paper models.

SM. PRITY GHOSE—Park Circus Girls' School.
Theory—Importance of Audio-Visual Course.
Practical—Chart—"The structure of the ear" (coloured painting). Snapshots printing and developing, paper model.

CATHERINE JOSEPH—St. Johns' Diocesan Girls School.
Theory—Nil.
Practical—Chart — Insectivorous Plants' — coloured painting. Snapshots printing developing, paper models.

SM. AMIYA DAS—Subhaschandra Girls' School (Dhubulia).
Theory—Audio-Visual Course.
Practical—Chart—United States (coloured

painting). Snapshot and printing and developing, paper models.

SM. MIRA SENGUPTA—Subhaschandra Girls' School (Dhubulia).
Theory—Importance of Audio-Visual Course.
Practical— জবা ফুলের বিভিন্ন অংশ (coloured painting). Snapshots and printing and developing, paper models and papier mache—'volcano'.

SM. KALPANA SARKAR—Subhas nagar Girls' High School.
Theory—How to teach mathematics through Audio-Visual method.
Practical—Chart— 'ফুলের আকৃতি' (coloured crayon). Snapshots and printing and developing, paper models and shell work—mouse'.

SM. PADMA DUTTA ROY—Central Science Club.
Theory—Audio-Visual Course.
Practical—Chart—"Eskimos in Summer" (coloured painting). Snapshots and printing and developing, paper models and papier mache—'An old man's head.'

The following papier mache work was done by groups.

i (i) India physical
(ii) Fold mountain.

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"The activity represented in human education is a world wide one, it is a great movement of wordwide cooperation, interlinked by different ages and countries . . . . The messengers of truth have ever joined their hands across centuries, across the seas, across historical barriers and they help to form the great continent of human brotherhood . . . .

We individuals, however small may be our power and whatever corner of the world we may belong to, have the claim upon us to add to the light of the consciousness that comprehends all humanity . . . . It is all the more needed today that we should have faith in ideals that have matured in the spiritual field through ages of human endeavour after perfection, the golden crops that have developed in different forms and in different soils, but whose food value for man's spirit has the same composition . . . .

Human civilisation is a spiritual feast the invitation to which is open to all.

'Ideals of Education Address at Tokyo'—RABINDRANATH TAGORE.

Book Review

INSTRUCTIONAL LEADERSHIP—by Gordon N. Mackenzie and Stephen M. Corey and Associates.

This book is an outcome of three years of a cooperative study undertaken by members of the Denver, Colorado Public school instructional staff and two consultants from the Horace Mann-Lincoln Institute of School Experimentation of Teachers' College, Columbia University.

It presents a carefully reasoned conception of instructional leadership, the way how a group of leaders can test objectively the success of their efforts and modify their plans in the light of evidence and gives some indication of the effectiveness of various activities in improving instructional leadership.

Leadership generally attaches to status, but achieves true meaning through abilities or 'control of means'. These abilities, not being confined to status—leaders are often found in other participants in groups with recognised or unrecognised leadership. Again, different persons had control of different types of means and showed leadership under different circumstances.

The purposes served by leadership in any common group activity have been listed as following:

(1) Identification of goals sought and the means to be employed in achieving them.

(2) Provision of the means.

(3) Creation of suitable physical conditions and psychological climate.

Status leaders may try to achieve these purposes in different ways, viz,

(1) Standing firm and forcing acceptance.

(2) Compromising and bargaining.

(3) Publicly-stating (bargaining-cum-paternalism).

(4) Mutual understanding.

The last mentioned of these is considered to be the best and the most democratic because it 'calls attention to the importance of involving in the problem solving process whenever possible and to the degree possible all the persons who will be affected by any action that is taken.' Good leadership should therefore—

(1) Meet the needs and preferences of group members.

(2) Utilise motivation by relating activity to its consequences in a way that the efforts of the members of a group are intrinsically rather than extrinsically motivated.

(3) Elicit maximum contribution from each member of the group.

Four conditions must be provided for the success of this approach—

(1) The leaders goals must be those of the group.

(2) The group must be able to see the help given by the leader and recognise him.

(3) The goals must be compatible and sufficiently important.

Show of force or compulsion through control of means cannot achieve these objectives and may lead to retaliatory measures by the leader. According to the nature of human motivation "punish and deny" seldom induces and desired behaviour. It leads to aggression or withdrawal. Bargaining, however subtly disguised, destroys mutual confidence and leads to expectation of reward. Paternalism, a form of implicit bargaining imposes compulsion by making group-members morally obligated. It is only the mutually acceptable goal-

LIST OF PARTICIPANTS

The following teachers participated in different training courses held in June, 1961, during the Summer Vacation.

AUDIOVISUAL MATERIALS AND EQUIPMENT

Aligunge Girls' High School
Hena Maity
Arambagh Girls School
Gayatri Pal
Baruipur Jr. High School
Gita Chatterjee
Bishnupur Siksha Sangha
Aruna Pandey
Bratachari Vidyasram
Parul Banerjee
Burdwan Municipal Girls School
Jharna Mukherjee
Diamond Harbour Girls School
Preetima Kanungo
G. M. M. Girls High School (*Singur*)
Pratima Mukherjee
Holy Child Institute for Girls
Purnima Mukherjee
Kamala Girls School
Jyoti Roy
Navajata Vidyatan
Lila Roy
Park Circus Girls School
Priti Ghose
St. Johns Diocesan Girls School
Catherine Joseph
Subhaschandra Girls School (*Dhubulia*)
Mira Sengupta
Amiya Das ..
Subhasnagar Girls School (*Dum Dum*)
Kalpana Sarkar
Central Science Club
Padma Dutta Roy

BENGALI

Batanagar M.P.H.S. Girls School
Halima Khatun
Dolly Sarkar
Barrackpore Girls' School
Bithi Sinha
Bhabanath Institute (*Rahara*)
Rekha Gangopadhyaya
Bibha Chanda
Govt. Girls Higher Secondary School (*Krishnagore*)
Nilima Sen..
Mission Girls Higher Secondary School
Aruna Chaudhury
Nivedita Balika Vidyalaya (*Dhubulia*)
Jayati Das
Anjali Bose
Rajkumari Memorial Girls School (*Baranagore*)
Dipali Dutta
Salkia Balika Vidyalaya
Anjali Guha
Subhaschandra Balika Vidyalaya (*Dhubulia*)
Kalyani Sengupta

ENGLISH

Adarsha Balika Sikshayatan (*Jadavpur*)
Kanak Chanda
Barrackpore Girls School
Arati Majumdar
Entally Hindu Balika Vidyamandir
Pranoti Bandyopadhyaya
Krishnagore Govt. Girls School
Mani Sen
Parul Raksit
Sri Sikshayatan
Renuka Biswas
Gita Roy

Victoria Institution
Jamuna Sengupta
Bakhrahat Higher Secondary School
Kanailal Maiti
Bantra M.S.P-C.M. School (Howrah)
Benoy Krishna Majumdar
Belari Vivekananda Vidyamandir
Vivekananda Pal
Chalk Simulia Higher Secondary School
Manmathanath Bag
Garbeta H. S. School
Bhairab Chandra Roy
Jadurhati Adarsha Vidyapith
Abadhaut Kabasi
Kalna Maharaja High School
Pulin Bihari Sanyal
Katwa Kasiramdas Institution
Haripada Chakravarti
Lal Gopal Higher Secondary School
Hari Gopal Mukherjee
Mahatma Gandhi Memorial High School, Barasat
Narendra Chandra Bhattacharya
Mayna Purnananda Vidyapith
Bishnupada Gantat
Palasipara M. G. S. Vidyapith
Sukhendu Bikash Biswas
Radhapur Higher Secondary School
Anathbandhu Mandal
Raina Bholananda Institute
Hari Sankar Samanta
Sadiya High School
Pasupati Mukherjee
Salkia High School ..
Jyoti Kumar Ghosal

HEADMISTRESS

Adarsha Balika Sikshayatan (Jadavpur)
Priyabala Datta
Barrackpore Girls High School
Namita Ghose
Belur Girls High School
Sabita Sarkar
Calcutta Girls Academy
Latika Gupta
C. C. Girls School
Latika Sengupta
Chetla Girls School
Nibha Dasgupta
Govt. Girls H.S.M.P. School (Krishnagore)
Asha Modak
Holy Child Institute
Sister M. Immaculate
Holy Family Girls High School (Krishnagore)
Sister W. Fernandez
Sister L. V. Verlay
Maharani Kasiswari Girls School (Berhampore)
A Dasgupta
Monorama Institution
Renuka Basu
Rajkumari Memorial Girls School, Baranagore
S. Bhaduri
Rani B. M. Govt. High School for Girls (Jhargram)
Hemaprava Sen
Sakhawat Memorial Girls School
Santi Banerjee
Salkia Balika Vidyalaya
Shanti Nandy
Subhas Chandra Balika Vidyalaya (Dhubulia)
Lily Shaha

HEADMASTERS

Belur High School
Sulabh Chandra Ghose
Bhupatinagar High School
Nityananda Adhikari
Chandernagore R. D. P. High School
Jyotsnamoy Majumdar
Garbatia R. C. M. Institution (Howrah)
Kshetranath Palchowdhury
Jagachha High School (Howrah)
Parimal Sen
Kalna Ambika Mahismardini High School
Sachchidananda Bhattacharya
Kanchrapara High School
Sukhendu Bikas Chakravarti
Khendalia High School
Panchanan Biswas

King Edward H. S. School (Bangalihi)
Salil Bihari Mundle
Mijir R. N. Basu High School
Ranjit Kumar Ganguly
Mugh Kalyan High School
Priyatosh Banerjee
Muragacha H. S. M. P. School
Smarajit Kumar Ganguly
Nebadhai High School
Surendranath Swar
Panihati T. N. High School
N. Basu Roy Chowdhury
Pirtala High School
Sunil Kumar Dasgupta
Pitambar High School (Amta)
Sris Chandra Ghose
Sridhar Bansidhar Class XI School
Pratul Chandra Banerjee
T. S. Khemka High School
Abanindranath Bose

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(*Continued from page 47*)

items in the scheme. Diversified courses have now been introduced grouped under Humanties, Science, Teachincal, Agricultural, Commerce, Fine Arts, and Home Science. It is extremely difficult to assess properly the abilities of a child and to judge of his fiteness or otherwise in any one of these courses. Interests of children vary, proper tools of assessment are not always available and have to be devised and many other obstacles have to be overcome. All these have been very ably discussed by the author and suggestions for solution of them have been presented. As we have to make a start of allocation of pupils it would not be unwise, in our opinion, if we accept his scheme and proceed step by step on the lines suggested by him. He keeps an open mind and is not dogmatic about his programme.

The book is to be highly recommended for its illuminating discussions and its essentially practical outlook. I sincerely congratulate the author for the extremely useful service that he has rendered to society by the publication of his book.

S. C. Mitra,

(Retd.) Prof. & Head of the Deptt.

of Psychology, University of Cal.

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"It has been increasingly recognised that curriculum revision by small groups whose members are directly affected by the problems under consideration result in greater general improvement than curriculum revision by a few status leaders . . . those who must carry out decisions should participate in making the decisions and active involvement is essential to both individual and group development."

Instructional Leadership by Mackenzie, Corey and associates.

Review of Work

Most of the quarter under review being covered by the Summer holidays we have not much to report excepting the vacation courses.

In April, however, several schools were visited for discussions on 'Experimental Projects' on various subjects. Reports on several experiments having appeared in the March issue of the Journal we wanted to explore the field further. Difficulties, in terms of space, equipment, time table and a rigid and heavy syllabus, in the way of such experimentation are galore, but the choice being limited between stereotype and progress it is for the heads and teachers to decide upon their course of action.

It is possible to undertake projects well within the boundaries of the circumstances of school education. Projects which even a small group of teachers can undertake if only to alleviate the dullness of routinised teaching. To them such experimentation can mean the difference between ageing prematurely and keeping young in spirit. It can mean better relations between the teacher and the taught and easier class-management. For a talented teacher it may mean the difference between non-entity and reputation.

Some feel that undertaking projects will affect examination results. Our school-education seems to aim unwittingly at ironing out pupil-differences by controlling thought and subjecting intellectual activities to stereotypes imposed by notebook writers and paper-setters. Intelligance is subordinated to memorisation, freedom to slavery. It is felt that this is the only way for achieving results in the external examinations. But do we attain our objective in this way?

Every year, after the publication of examination results, it is found that the progneses of teachers about individuals and groups sent up by them have been badly upset in a very large number of cases. Under the circumstances the question whether the evaluation worked out collectively (subjectivities being controlled by mutual interaction) over a period of years is less true than the accidental evaluation done by a harrassed examiner going through about eighty papers a week in addition to the standard daily round of teaching, correction, tuition and household chores, must be seriously debated.

Teachers must realise, in this connection, that they themselve sare the examiners. They must be answerable to their own conscience if they are following bazar note-books or putting premium on rote-work. The reform of examinations so that good education is not penalised is in their own hands. They can easily form a brotherhood to prevent the sacrifice of the future generations.

Teachers do not live in a vacuum. They are members of society and family, they are parents. Participation in a rigid system of education perpetuating an immobile social order would lead to their own undoing. It would be idle to complain of corruption and nepotism if education, which could provide the standards, is being debased by its field-workers. This social wrong is a boomerang which hits the hitter with the inequity of his own creation.

Some others feel that projects might cause delay in the 'finishing' of the syllabi. This danger, again, is not as real as it is generally supposed to be. A child can take only a little bit in class because, firstly, it is not interested in the dead learning process going about it and secondly memorisation is a heavier load than grasping. Give the average history lesson, it will limp onward slowly and retain even this slow work only partially ; give the

same child an equally average story-book — it will fly through its pages retaining most of its first reading. The moral of this is that — give a child things which interest it, let it have initiative for its own work and reading, let the nature of examinations be switched off from memorisation— there need be no fear of he syllabi being too heavy or remaining unfinished.

The next difficulty facing the teacher would be the inability of the pupils to take initiative. This happens mostly in higher classes when all enthusiasm and independence of thought have been already ironed out. The experimenter, therefore, should start with the lowest available class where 'the shades of the prison house' are the lightest. Pupils of the higher classes, however, are not too old to respond. Provoking approaches may still revive them. It is up to those who are entrusted with the work of education to save the soul of the younger pupil sand revive those of the older ones.

A sizeable number of headmasters and headmistresses pondered over this and other problems in a special workshop meeting called for them in the Summer Vacation. Will they provide the pivot on which the structure of education reform can turn ?

Other courses were also held in the holidays, a course on 'higher' English, one on the teaching Bengali and another on audiovisual materials and equipment. Fruitful work was done in these and the reports are being published by instalments in two issues of Teachers' Quarterly and the annual Sravani.

A central Science Club for teachers of science has been started under the auspices of the Institute of Education for Women with Principal N. Das as president and Sm. Sobhana Dasgupta as sponsor. The club has undertaken its first project of gardening in the grounds of the Institute and members are also planning the preparation of cheap scientific apparatus and equipment for use in their own schools.

The year 1961-62 is one of special importance to our country as the Tagore Birth Centenary year. To us, educationists, it should be a year of dedication to the cause to which the great poet had dedicated himself. We cannot aspire to carry his torch in the realm of literature, but the field of education is one where we can hope to follow humbly.

Participants in our Summer Vacation Courses saw the film "Rabindranath" and visited 'Rabindra-Bhavan'. Did the spirit of the poet touch them or has the fact of his birth in our country become a matter for empty boast with us ?

KALYANI KARLEKAR

—:o:—

"The teacher is now a tradesman, a vendor of education in search of customers, and no one expects to find affection, regard, devotion or any other feeling in the list of goods he has for sale.....

But in spite of the unfavourable conditions of today, our country still possesses a few teachers who are able to rise above financial considerations by virtue of their inner worth....such a teacher will not fail to appreciate when he is a guru, that he will do himself credit only if he can put life into his pupils with his own life, light their lamps with his learning and make them happy with his affection."

THE PROBLEM OF EDUCATION — *Rabindranath Tagore.*

Good Leadership Practice

1. The agenda should be planned cooperatively in order to select problems which are both real and significant to the members of the group.
2. Planning should proceed no faster than group members can or are willing to proceed.
3. Leadership should pass from one group member to another.
4. Meetings can be improved by determining group feelings about the session and securing suggestions for change.
5. The leader should direct the attention of the group to process as well as content.
6. The leader should improve the efficiency of group activity by directing attention to mechanics that can help.
7. The leader should work consciously to perfect group processes and techniques.
8. All progress may be lost by impatience and pushing on the part of the leader.
9. The leader is only one member of the group.

Pujah vacation courses will be held in the following subjects :—

1. Continuation course in higher English.
2. Workshop courses in History, Geography and Social Studies.

Please apply for details.

Applicants must give the following information :—

1. Name.
2. Academic qualifications stating examinations, class or division and subjects taken.
3. Other qualifications and abilities.
4. Teaching experience with subjects and classes taught.
5. Whether hostel accomodation is required.
6. Home address where information may be forwarded.

Participants will be subject to the following terms and conditions :—

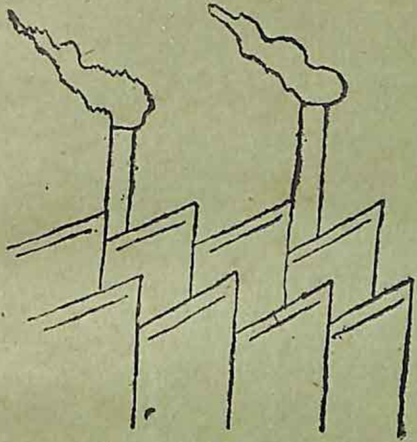
1. Teachers for the English course must have attended the course held in the Summer Holidays.
2. Participants from outside Calcutta whether staying in the hostel or making their own arrangements will receive T.A. and D.A. as under the rules of our Department.
3. Local teachers will receive actual travelling expenses.

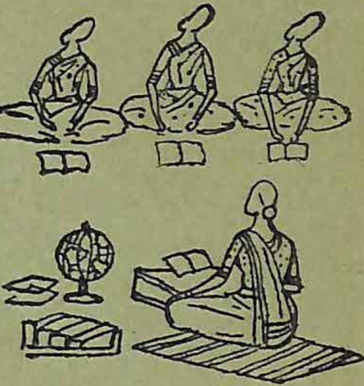
CO-ORDINATOR

DEPARTMENT OF EXTENSION SERVICES

INSTITUTE OF EDUCATION FOR WOMEN.

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TEACHERS' QUARTERLY





Vol. VI No. III

September 30th., 1961

Obituary

We have lost, this year, two very valuable members of our Advisory Committee.

Mrs. Jyotsna Guin, Head of the B.T. Department of the Scottish Church College, left us on the 19th April, 1961. A delicately cultured and charming personality, mother of a grown up son and daughter, she was also a devoted social worker and the President of the Y.W.C.A. in Calcutta for some time.

Dr. Miss Ghose's sudden death occurred on the 18th November, 1961 as she was participating in one of her multifarious activities. She had the unique career of having been the Head of the Gokhale Memorial Girls' School for almost forty years (1922-61) and seeing it through a series of developments from a high school to an establishment with a multipurpose school, a first grade college and a training college. She was a member of the Senate of the Calcutta University, a resource person to the Education Directorate of the Government of West Bengal and the Board of Secondary Education of our State, an active guiding spirit behind the Bengal Women's Education League and the dearly beloved "Ranidi" to her pupils, colleagues and many others who had the good fortune of working with her.

Teachers' Quarterly

Foreword

We approach the teachers again as the 'examination season' is drawing near. The end of the year is a hectic period for the pupil as well as the teacher. 'Thank goodness !' sighs the teacher when the progress reports are signed and the promotion lists completed. He feels that he can now conscientiously enjoy a brief respite before the grind of the next session is due to commence. 'Thank goodness !' shouts the pupil as the last days of the examination are over. He feels that he can now safely forget what he learnt during the year ! The end of the year is hardly the time when the teacher has spare moments in which to ponder on fundamental problems of education. Yet, the end of the year is really the ideal time for stock-taking and forward-planning. If one stops to ponder, one can hardly help wondering what real purposes have been served, in terms of human values, by the labours of the teacher and the (perhaps not so laborious) activities of the pupils in the classrooms during the year ! Some of them will continue to make the self same mistakes in the higher class next year that have been corrected so often this year.

Many of them will come back next year with minds like blank sheets of paper from which the facts they learnt this year appear to have been completely erased.

No doubt we are all fully conscious of these serious defects in our classroom teaching, which however we seem to be unable to rectify. The achievements of children are judged by the answers put down by them in their examination papers, irrespective of questions of comprehension and assimilation. This becomes the cause as well as the effect of mechanical teaching by the teacher and rote learning by the pupils. The whole process being a vicious circle out of which

neither the teachers nor the pupils appear to be able to emerge. On the other hand if real interest in the school subjects had been created by the use of better teaching methods, if pupils were encouraged to discuss and enquire freely and study actively, instead of listening (or not listening) passively, if . . . . . .

'Stop, stop', cries out the teacher, 'we know all that theoretically'. But they feel that they cannot really reform their teaching when the achievements of their pupils have to be assessed by this type of annual examination. And so the problems of education remain unsolved.

But are these really problems without solution? Could we not guide the children to assimilate, rather than memorise and then conduct our examinations in such a way that their comprehension was tested?

After all, we ourselves are the examiners. There is nothing to stop a school from making a serious resolution now, at the end of the year to introduce improved techniques of teaching and examination from next year, at least in some classes and subjects up to class VIII. And there is nothing to stop the school from actually putting that resolution into practice.

We shall be very glad to help any schools that are intending to use modern techniques of teaching any subject or subjects.

NALINI DAS

"A feeling that present practices are not satisfactory is basic to the attempt of any individual to improve his leadership. Until he is dissatisfied with what he is doing, he is not likely to make much effort to change."

—INSTRUCTIONAL LEADERSHIP *by Mackenzie, Corey and Associates.*

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THE LEGACY OF RABINDRANATH TAGORE

PRINCIPAL J. LAHIRI, M.A., B.T., DIP. ED. (LOND.)
T.C. (CANTAB), W.B.S.E.S.(RETD.), LAHIRI COLLEGE.

(Concluded from the previous issue)

TAGORE'S RELIGIOUS IDEAS

Tagore's Hibbert Lectures on the 'Religion of Man' show that he was a man of religion, that development is the result of the activity of the life-force, blind and instinctive in origin in lower animals, but purposive in man, forged out of God's own image and endowed with a destiny so ordained that man may develop into perfection by virtue of his free will, freedom of thought and action through the cycle of birth and rebirth, that in every man God is inherent as 'Jeevan Devta' (Life Force) guiding and inspiring him to fulfil that high destiny and that one should have implicit faith in one's Life Force and in the ultimate fulfilment of his destiny.

HIS LYRICS, SONGS AND OTHER WRITINGS

His lyrics, songs, musical operas and dance dramas stand in a class by themselves. They combine intense emotion, lofty idealism with incomparable music and are characterised by the measured cadence of his diction, sweetness of the language and the richness of the imageries. All the needs, sentiments and emotions of men find expression in them. There is a touch of elfin magic about them. The beauty of the visible world—Nature with her bewildering profusion, her teeming, concrete life, her riddles, her magical appeal to the eye and the sense of touch and, above all, the pervading sense of mysticism, strike his prismatic imagination and are dissolved into rainbow colours till when the very personality of the singer melts into his songs, he ceases to be a man and becomes a voice lyric incarnate. The dominant idea that finds expression in Tagore's lyrics is divinity in man. Life is an unending stream on which man has been floating along since forged out of lower animals by the activity of Life-Force and has ever been stretching out his arms in search of perfection in what seems to be an eternal quest. Alongside of this idea there is also a parallel line of thought which brings us the cheering consolation and comfort that it is not man alone who is out on his eternal quest for self-realisation but that God Himself is coming down every now and then from Heaven through the ages to reveal Himself to man. He who has faith in this concept can hear unmistakeably the measured footsteps of God as He reveals and surrenders Himself to his own creation.

His musical operas and dance-dramas are simply exquisite in their subject-matter and expression. His dramas reveal the action and interaction of ideas against a background of moving reality in a form that has created a new technique for future ages. His novels are as varied in their content as they are masterly in their execution. His short stories have the delicacy and tenderness of true poetic feeling. His paintings have marvellous suggestiveness that haunts the mind. His attitude towards Nature is pantheistic like that of Wordsworth, but it is the much higher pantheism of a Vedantist. Like Wordsworth he felt the presence of a spirit of Divinity in Nature which produced in his mind a sensation of joy and enriched it with high and noble thoughts, like him too he felt that all aspects of Nature—grand, majestic and sublime—are permeated by this presence of an all-pervading mysterious and indwelling

spirit and that in all his struggles man who is an object of Nature, continues to be in it and is never torn apart from Nature, however tragic his external circumstances or inner emotions may be. Great literature is great only in so far as it is a living, organic thing intimately related to life, for knowledge of life and Nature is the touchstone of a great work of art. Its root lies in the soil from which it draws its sustenance and inspiration —the soil of a particular age with its limitations and characteristics, but its flower is blown upon by the breath of Heaven. It is this that makes great literature not of an age but of all ages. Tagore's writings contain these eternal verities.

His Poems of Childhood

His poems of childhood also stand in a class by themselves. The dominant ideas are that the child has a divine right to a life of joy, education consists in the gradual flowering of the divinity inherent in the child somewhat like that of a bud, spreading out its petals in the surrounding air. The child is the one being who has hold of the secret of the Universe. There is a great delicacy also in the poems that deal with human love. With Tagore love is a transcendental force kindling all things into beauty. His compelling greatness lies in the fact that he sounded the depths of sorrow and despair (like Shakespeare's tragedies some of his best poems were written under the shadow of a series of personal bereavements) and yet he preserved to the end a brave front, a courageous confidence and a faith in human nature.

His Educational Ideas

As a child, Tagore conceived great deslike for traditional schooling, its formal discipline of the classroom with its insistence on the maintenance of a sit-stillery attitude on the part of the children —its steamroller type of uniformity in teaching, in lessons pumped down the unwilling throats of children leading to the suppression of personality and its faith in cramming, an unnatural regimen of so called discipline which more often than not encourages a sort of armed belligerency between the bench and the chair as can be seen in many orthodox schools of the West even today. His mind was too sensitive to fall readily into the conventional ruts of schools of traditional, orthodox types. When he grew up he remembered his own unhappy schooldays. It was this that made him open a school at Santiniketan where children could learn without feeling unhappy and which is very different from schools of the orthodox type in these respects, viz., open air classes, auto-education, communion with Nature, self discipline, creative self expression, absence of corporal punishment, regimentation, dissociation from life etc. He loved to be with the children and he was a great teacher himself. There is a significant passage in Lord Ronaldshay's book on 'The Heart of Hindusthan' in which he records his impression of a lesson given by Tagore in the mango garden of Santiniketan to his students, in which he compares Tagore's teaching to the teaching of Christ with the help of his wonderful parables to the children to the fishermen of Galilee, as graphically described in the Bible. His contribution to education is undoubtedly his lasting monument and legacy to the nation. Such a man was Rabindranath—where shall we find another like him ?

The Acknowledgement of Our Debt

He wove upon the roaring Loom of Time the beautiful garment of great literature (poetry and song) we see him by during his lifetime and the earth near Jorasanko (his ancestral residence) closed over his broken shuttle on his death. A century has gone past since the date of his birth. The time has certainly come for us of the present generation not only to acknowledge our indebtedness to him but also to translate some of his ideas into actual practice. The time has come for us to make a proper assessment of his contributions which is indeed a baffling problem considering the versatility of the talents of a myriad-minded personality. If, for instance, his universalism, humanism and internationalism were accepted by

(*Continued on page 10*)

TRAINING COURSE ON ENGLISH

(From reports by Sri Haripada Chakravarti and Sri Jyotikumar Ghoshal)

This course was held under the joint auspices of the Departments of Extension Services of the Institute of Education for Women and the David Hare Training College, during the Summer Holidays from the 6th to the 18th June, 1961. Classes were held at the Institute of Education. Sixteen men and eight women teachers participated.

The daily programme covered a period of five hours in two sessions:—morning, from 10-30 A.M. to 12-30 P.M. and afternoon, from 1-30 to 3-30 P.M. with a recess of one hour in between. The afternoon was divided into two, viz., group discussions from 1-30 to 2-30 P.M. and literary lectures from 2-30 to 3-30 P.M.

The programme was prepared to give the participants a fair idea of English language and literature to the B.A. honours standard of the Calcutta University. Phonetics, structural grammar and methods of teaching were also included in the syllabus.

Mr. Weaver

Mr. Weaver, Education Officer of the British Council, took the morning sessions everyday except Sundays. He dealt with higher grammar, precis writing, semantics and comparison of the sound systems of English and Bengali.

He began by drawing attention to the aim of teaching English as a second language in the higher secondary schools of the country in which stress was laid on teaching the language as a skill. The structural approach to the teaching of English developed the four skills of speaking the language, understanding it when spoken by others, understanding it by reading and writing simple English correctly. Knowledge of the mother tongue was both a help and a hindrance in learning a foreign language. Firm grounding on the mother tongue developed powers of thought and expression which might be transferred to the foreign language but, on the other hand, the speech organs and habits of the mother tongue, having become ingrained, might hamper correct enunciation and expression in the foreign language. A teacher of English should, therefore, be acquainted with the systems of sound, stress and intonation of both the languages and introduce speech-training from the lowest class possible. Discussions were then held on a comparative study of the sound systems of English and Bengali.

In analysing sentence structures Mr. Weaver presented graded structures from the simplest to the most expanded forms and demonstrated how all sentences could be reduced to a few basic structural patterns. "Sentence-joiners" of different kinds were discussed with their family likenesses, groupings, nature and behaviours. He recommended the use of playway methods in this dynamic functional approach to the teaching of grammar.

He also dealt with stresses—stressed and unstressed syllables—and demonstrated stress and rhythm with examples from prose and poetry.

Prof. Bani Sarkar

Sm. Bani Sarkar, Vice Principal, Deenabandhu Andrews College, took one group of participants for discussions almost daily from 1-30 to 2-30 P.M. The following topics were touched in course of these discussions:—

I. *Grammar :—*

Sm. Sarkar described Nesfield's approach as old

fashioned and said that modern English teaching tended to depend more and more on the linguistic structural approach. According to her the structural approach was scientific and had no conflict with the Direct Method. The structural syllabus was built up on 275 basic structures of English which were graded and presented along with graded vocabulary in readers using this approach. In this method sentences, instead of words, were the units of study. She described the seven fundamental structure patterns in this connection.

Word order, she said, was very important in English which had very few inflexions. She described various types of words and changes of form according to number, case, degree, person etc.

There was no direct teaching of grammar in the structural approach, drilling in structures and practice on substitution tables came first.

II. *The higher secondary schools' syllabus for English :—*

Questions from textbooks were not set under the new syllabus because, it was felt that essay type examinations based on text books encouraged cramming. This examination therefore consisted of translation, comprehension tests, precis-writing and essay and dialogue writing with the objective that learners might be able to think and write for themselves. These were important objectives for the teaching of English as a second language. In case of translation, English to Bengali was far more important than Bengali to English.

III. *Common errors :—*

Mrs. Sarkar dealt with various types of errors like errors in spelling, in the use of words and phrases (adjectives, prepositions, adjective groups etc.), tenses, in constructing question forms etc. She also indicated various types of activities by which errors could be corrected.

IV. *Utilisation of the recommended text books :—*

Passages from books could be used for the purposes of precis-writing, comprehension tests, writing stories etc. Though not needed for the examinations, the teacher should create a literary atmosphere in class.

V. *Writing letters, dialogues, essays etc :—*

Motivation for letter writing could be created by using interesting topics and encouraging pen-friendship. Dull topics could be used at later stages.

Interesting situations could be selected for dialogue-writing. Mrs. Sarkar indicated certain stages by which the ability to write dialogues could be developed. Firstly, some questions would be set and pupils asked to give answers. Secondly, answers would be given and pupils asked to give questions eliciting them. Thirdly, a dialogue would be given in which questions and answers were alternately omited and pupils asked to fill up the omissions. Lastly—free work could be done after going through these few controlled steps. Complicated work, like jumbled conversations to be put in order, could be given at later stages. Miming could be used to enable pupils to visualise imaginary situations for writing dialogues.

Simple to easy stages should be used for teaching comprehension also. Jumbled answers to questions might be given for arrangement and some language questions, involving knowledge of words and phrases, should be given.

Essay writing was the ultimate aim in the learning of language as a skill. This work should be graded, starting with sentence-building through paragraph writing to the essay. Interesting subjects should be selected according to the age of the pupils and within the scope of their experience. Choice of subjects should develop from concrete to abstract topics.

Methods of correction of error were then discussed and diagrams for explaining prepositions were drawn on the board by Mrs. Sarkar.

Prof. Dipti Mitra

Between 1-30 and 2-30 P.M. in the afternoon sessions, Miss D. Mitra of Brabourne College took one group of the participants through important periods in the history of English literature.

After a preliminary talk on the characteristics of the English language she surveyed briefly the writings of Anglo-Saxon and Anglo-Norman periods before coming to Chaucer.

Chaucer, she said, was considered to be the father of English poetry. The breadth of his outlook embraced everything around him, nothing of importance in life was rejected, none was disgraced. In an age when the English language was poor, of an inferior status, avoided by the upper classes and men of letters, Chaucer had the temerity to risk his literary fortune on it. He used the form of language spoken in London.

He was a widely travelled man of polish and catholicity. His sojourn in France and Italy had stamped his work with a blend of three different cultures—English, French and Italian. Some critics divided his writings into three periods but Prof. Mitra did not agree with them.

The characteristics of his work lay in his realism, humour, generosity and largeness of heart in encompassing all and presenting men and women of all ranks of society with keen observation and minutest details.

The discussion on Chaucer was concluded with some words on his versification.

In discussing the Rennaissance in another lecture Miss Mitra detailed its chief characteristics as being the discovery of classical antiquity, the development of the scientific outlook, the study of the human personality in all its aspects physical, intellectual and moral, the cultivation of a sense of beauty and the resurgence of nationalism with its moral and religious aspects.

Miss Mitra's next topic was to take up a connected study of the development of the drama leading up to Shakespeare and his contemporaries, the decadence of the drama in the Jacobean period and the adverse effect of the Puritanic influence culminating in the closure of the theatre in 1942.

The Restoration was described with its comedies also the heroic tragedies of Dryden and his successors with their social and political backgrounds.

Coming to the Romantic Period she remarked on the astonishing qualities of the lyrics produced at this time.

The last of her lectures was devoted to a discussion of the poetry of the twentieth century—the Georgians, Realists, Imagists, Trench Poets, T. S. Eliot and others.

Dr. S. Chatterjee

Dr. S. Chatterjee, Reader, Jadavpur University, gave three talks on the English novel, describing the inborn faculty of and love for story telling of human beings. He described how the novel was developed as another kind of story-telling after the ballad, lyric, narrative poetry, epic and drama. He drew attention to the fact that in England, the novel appeared after the days of the great dramas.

The plot was the keystone in the difficult job of storytelling. It had a beginning, middle and end which unfolded gradually before the readers. Greater than the plot, however, were the characters—they had to be fully revealed to the readers as human beings of flesh and blood.

Dr. Chatterjee, then, touched upon four great novelists of the eighteenth century Richardson, Fielding, Smollett and Sterne and dealt with their representative writings and characteristic features using comparisons and contrasts between the writers and their works. A few words were also

said about Horace Walpole, Mrs. Radcliffe, 'Monk' Lewis and Mrs. Burney.

Coming to the nineteenth century Dr. Chatterjee remarked that the process of consolidation was on the way, experimentation was being carried on and fresh grounds broken to give the novel a newer shape. In his opinion Jane Austen was the greatest woman novelist of England. Having touched upon George Eliot and the historical novels of Sir Walter Scott he gave a detailed exposition of the characteristics and distinctive features of the two greatest novelists of the period —Dickens and Thackeray.

In his last lecture Dr. Chatterjee dwelt on the various aspects of the novel as it developed in the twentieth century. He mentioned James Joyce with his 'Stream of Consciousness' style and touched on realism, surrealism and other modern literary trends.

Prof. A. Bhattacharyya

Prof. A Bhattacharyya of Presidency College, Calcutta, gave a lecture on 'The Approach to Literature'. Life and literature, he held, were interrelated and language developed with man. The writer lived and moved in society and was confronted with the problems of life like other people. But his deeper intuition gave a special complexion to his experiences. This transformation made life different in literature. The writer's magic turned ordinary things into extra-ordinary ones, he had the powers of combing out, combining and consolidating personal experiences to give them universal shape and appeal.

Outlooks on life constantly changed in this dynamic world. Traditional views, social and political, underwent metamorphoses. Problems had to be faced, questions put and answers found, but these answers, to attain the status of literature, had to be sincere, true and free from propaganda.

Dr. R. Dasgupta

Dr. Dasgupta delivered one lecture only on Samson Agonistes.

The idea of human nature and emotional response in this drama, he said, arose from Milton's moral intent. Milton's idea of the drama was that of a revelation, a miracle. The approach was not pedantic, but ritualistic. According to Wordsworth, Milton expressed himself like a Hebrew prophet in Samson Agonistes.

This drama also presented Milton's idea of good work. Faith was an active principle to him, a frame of mind acquired by a succession of actions. It was a Divine gift to be earned by appropriate moral effect. Coordination between the Divine gift and man's free will was required by which man could attain moral regeneration. The plot of Samson Agonistes was the account of the spiritual regeneration of the individual through repentance.

The action in the drama was not based on Aristotelian criteria. Preconception of the type of classical tragedy would have marred the response of this drama. Samson's final deed did not result from the events of the external world—it had to be understood in terms of the revelation of Divine Grace and man's free will.

The force of Samson's inward despair brought about the catastrophe of the drama. Action from the beginning to the end, was sustained by Samson's passion. His will was the will to suffer—a moral action of deliberate surrender to the will of God. It was a tragedy of deserved suffering, a drama of moral restoration.

Prof. P. K. Guha

Prof. P. K. Guha spoke about two of the greatest English dramatists—Shakespeare and Shaw in three highly illuminating lectures.

He believed that Shakespeare should be enjoyed through intensive reading of his works. Criticism could be read afterwards. Shakespeare's characters were real and students did not need the help of critics to enjoy them.

Shakespeare's philosophy was the philosophy of love and toleration for all. His attitude was human, of man speaking to man. For example, Falstaff was a most real character enjoyable both for his virtues and shortcomings because man was both a sinner and saint.

The age of Shaw was the age of realism, of questioning—an age different from that of Shakespeare. The ease, complacency and romanticism of the Shakespearean era had made way for interrogation and cynical non-acceptance. It was an age which tried to see all things in their real perspective. Shaw's characters were also real and his dramas were problem dramas in which discussion took the most important part.

Discussion, according to Prof. Guha, was a typical feature of the modern drama. It took the place of dramatic action in Shaw's plays and prose was lifteo to the level of poetry. Shaw would live longer than Galsworthy who dealt with non-fundamental current topics while Shaw touched root problems. While other writers of problem dramas of the period criticised imperfections, Shaw's motto was of creative evolution, that man must survive by growth and development striving to be a 'Super-man'.

Shakespeare's comedies were instinctive while his tragedies were creations of art. He viewed his tragedies as it were from a distance but these also showed his instinctive love of joy by the inclusion of comic elements. His humour never mocked. He laughed and wanted others to laugh with him.

Shakespeare's dislike for crime and perversion of normal life was seen in his idea of redemption through suffering—'Sweet are the uses of adversity'. This was at the root of the final elevation of the characters of his tragic heroes like Macbeth, Othello, Hamlet and King Lear. Destiny was a force in his tragedies which drove its characters to do things against their nature, while Shaw's characters were existing human beings whose impulses, aggravated by circumstances, brought about their tragedies.

DR. B. CHATTERJEE

Dr. Chatterjee's first lecture was on 'Literary Types'. In his opinion, the difference between prose and poetry was not in rhyme or metre but in the use of words. The poet's problem was of transcending the primary meanings of words and projecting his own. This might be done regarding a particular object or relationship, ideas or experiences.

Literary types could be also divided into two broad groups:—(a) imaginative, which included drama, poetry, novel, short story and certain types of essays (e.g. Lamb) and (b) non-imaginative which had philosophy, grammar and social and physical sciences.

A novel could be called a 'narrative poem' but a drama was audio-visual. Action in drama was impersonal. The paradox of the tragedy was that in it pleasure gave pain. Aristotle had said that tragedy caused purgation of excess of emotion by arousing pity and fear. Pleasure came when equilibrium was restored after removal of excess. The aesthetics of Sanskrit drama was more helpful in explaining this pain-pleasure paradox. Pain and pleasure were co-existent throughout and there was really no absolute feeling to end in purgation.

In discussing 'Romantic Poetry' Dr. Chatterjee referred to Keats' 'Ode to a Nightingale' and said that, in figurative use of words Keats was more akin to Shakespeare than Wordsworth. The 'pattern" he said, was immortal though the individual was not. The sufferings of man arose out of his individual identity which he could do away

with only by dissolving his individual consciousness into eternity. He felt that intellect hindered this transformation and the 'Ode' bore testimony to that.

Touching upon other poets he said that it was unwise to try to compare poets by quality. Quantity could be counted but it was not possible to say which of two beautiful sunsets was better.

FILM SHOW

The participants in the different training courses at the Summer Camp of the Department of Extension Services of the Institute of Education for Women and the David Hare Training College viewed Satyajit Roy's 'Rabindranath' at the Institute of Education for Women.

This film, showing the cultural and social background of the poet's early life, his deep connection with nature, the development of his poetry and art and his educational and political activities, was highly appreciated by the audience.

TRIP TO RABINDRA BHARATI

The participants in the several courses visited Rabindra Bharati on June 15, 1961. They saw the sections where instructions in different subjects were to be given,—viz., the Art Hall, Dance Hall and the Drama Hall. They also saw the room where the poet lived in his last days.

THE LEGACY OF RABINDRANATH TAGORE

(*Continued from page 4*)

the warring nations of today, the world would undoubtedly be a better place to live in. The acknowledgement of our indebtedness to this Universal Man can only be true and sincere if, after necessary heart-searching, we make sure that our hearts are pure and that we genuinely want to translate some of his ideas into actual practice and thus reflect the radiant glory, the moral purity of lofty ideals in our respective lives. May God give us strength to carry out his best wishes.

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"To read without thinking is like accumulating building materials without building anything. After we have accumulated a mountainous pile of mortar, lime and sand and of bricks, beams and rafters........we climb to the top of the pile and beat it down........until it becomes level and somewhat resembles the flat roof of a house. But could the pile be called a house? Could a man make it his home for the whole of his life?"

The Vicissitudes of Education — *Rabindranath Tagore.*

REPORT OF THE CENTRAL SCIENCE CLUB

By Sobhana Dasgupta (Sponsor)

The Central Science Club at the Institute of Education for Women was inaugurated on Saturday 1st July, 1961. We have at present over 30 members, some of whom are teacher-students of this Institute, others are science teachers of different schools in and around Calcutta. The members have decided to meet every Saturday from 4 to 6 P.M. The attendance has not been very high every week and we can surmise the reasons to be the distance of some to the teachers' schools or residences from the club, also extra work in some weeks, the weather too played an important part in keeping members away during the month of August.

The two objectives of the Science Club were formulated as follows:—

1. Members should get a chance to pursue their own Scientific studies.

2. As teachers they should get help in their teaching work in schools by
   (*a*) discussing their difficulties with other members;
   (*b*) consulting books;
   (*c*) learning to do such practical work and to produce and prepare such scientific apparatus as requires minimum expense and which can be done in schools.

It has been decided that members will by turn prepare and present articles of science teaching and scientific subjects every week.

Two projects have been undertaken by the members in accordance with their own suggestions. Some seem to be very interested in gardening and a spot has been selected in the college campus where the members are trying out their own ability at gardening—though progress is slow at the beginning with hands inexperienced in holding and working with shovels and axes and scythes, we hope, with sufficient enthusiasm, this plot of ground will in time be worth looking at.

Another group of students show a special liking and knack in woodwork. A *mistry* comes every week to give them help and to teach the use of different tools. Several articles of scientific and practical interest are being produced by them.

Some books on science have been kept in the club room and members are encouraged to read and consult them.

An initial grant of Rs. 2000/- has been received from the Ministry of Education. The members pay a fee of 0.50 nP. per month. The accountant of the Extension Service Department helps us to keep our accounts in order.

It is hoped that in time this Central Science Club will become a source of inspiration and help to Science teachers to carry on their work in various parts of the State.

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FILM SHOWS AND EXTENSION LECTURES

A series of films were shown in September with the help of the British Information Services.

Three films, viz 'The Royal Wedding', 'It Might be You' and 'Kew Gardens' were shown on the 13th September and Mr. John Church, Information Officer of the British Information Services, gave a short talk on the Kew Gardens.

On the 18th September. Mr. A Silkin, First Secretary of the U. K. High Commission gave a talk on the Constitutional Position of the British Monarch which was followed by three films 'India Welcomes the Queen', 'The Queen's Visit to Nepal' and 'The Queen's Visit to Iran'.

The four films shown on the 20th September were 'History of Writing, 'The Beginning of History', 'Worth the Risk' and 'Festival in London'.

On the 27th, three films were shown — 'Oxford', 'Approach to Science' and 'The Story of Papermaking'. Sm. J. Sengupta gave a talk on Life in Oxford.

Three films from our film library were shown on the 4th October specially for teachers of Social Studies. The films were 'Motivating the class' and two parts of 'Broader Concepts of Method'.

On the average 25 to 35 teachers attended these shows.

KEW GARDENS

Introduction to a British Information Services Film on Kew Gardens

MR. J. CHURCH
Information Officer, British Information Services, Calcutta.

The English are a nation of garden lovers and, as you will see in this film, Kew Gardens play an important role in the lives of Londoners. I myself lived not very far from Kew before coming to Calcutta and I have spent very many happy days wandering round its 300 acres.

Before continuing I would like to mention one interesting fact. The gardens at Kew were founded in 1759 by Princess Augusta, mother of King George III. This is only 27 years before the founding of Calcutta's own Botanical Gardens in 1786. In fact, as you know, the 18th century saw the beginning of the modern science of botany. But it must not be forgotten that beautiful as they are, the primary purpose of Kew Gardens is scientific. People come there from all over the world to study gardening techniques, the identification of plants and all the many aspects of pure and applied botany. Kew Gardens are an important source for spreading botanical materials, both seeds and living plants, to all parts of the Commonwealth and they have played a very important role in the development of the rubber and cocoa industries for example. Here again you will see how plants are prepared at Kew for export.

Now let me say just a few words on the gardens themselves. Kew is in West London beside the

(*Continued on page 15*)

SOME SUGGESTIONS

The Bengal Women's Education League, one of the oldest associations of women educationists in West Bengal had entered into correspondence with the Secretary of the Board of Secondary Education of the State on certain issues raised by them in their Annual Conference held in February, 1961. The following is a rendering of some of the League's final suggestions forwarded to the Secretary as arising out of the correspondence.

I. *Regarding prescription of a minimum age limit for appearing at the Higher Secondary School Final Examination of the Board :—*

(*a*) Authoritative recommendations are available regarding the minimum age for appearing at the Higher Secondary Examination. The Mudaliar Commission recommended 17+ and the Govt. of West Bengal 16+. The Bengal Women's Education League would accept the latter.

(*b*) In the absence of different age limits for men and women in any other field of education and service, the League do not see their way to recommending different minimum age limits for boys and girls appearing at the Higher Secondary Examination.

(*c*) The League feel that special age provision for mentally advanced children at the level of the School Final Examination can be made only after provisions for psychometric testing followed by special instruction have been made for advanced/average/backward children through all levels of school education, otherwise, the great danger of putting premium on memorisation in the name of mental maturity would continue as now.

(*d*) Enrichment of the curriculum with varied experiences for mentally matured pupils may meet their requirements under the present circumstances.

II. *Regarding lightening the load of the syllabus :—*

The League can suggest that the Board should sponsor broader, non-detailed approaches in teaching by orientation of examination. The syllabus for craft should be lighter. The third language should be dropped after class VIII. The integrated course of Elementary mathematics should be completed in class IX. Social Studies and General Science should be completed in class X as now.

The League feel that a broad experience approach would be in agreement with the recommendations of the Mudaliar Committee.

III. *Regarding the Teaching of English :—*

(*a*) It is felt that the syllabus for English for the higher secondary classes (IX-XI) is not being properly implemented for teaching the language as a skill, as a tool and for acquainting the pupils with literature through the Rapid Readers. As no questions are set on text books, teachers and pupils attach no importance to them and are at a loss when they arrive at the degree course, for here they are confronted with a text-book-centered syllabus. The League are of the opinion that some questions should be set on those texts (passages for precis and comprehension and new type questions which do not encourage cramming).

(*b*) It is felt that the Higher Secondary Examination (which orientate teaching) does not measure genuine skills. In paper I the questions on phrases and comprehension are defective. Pupils who cannot write precis or translate passages score pass marks by reproducing sentences with given phrases which they have learnt by heart, with three marks for each sentence they even score high marks in English The questions set

to test comprehension test only fact-apprehension. Other types of understanding could be measured through various kinds of questions. In paper II it was found that 60% of the candidates wrote the same dialogue in the same manner. It is clear that the question failed to achieve its purpose. Most candidates in writing the story with the given outline do not exert themselves, but merely add a few verbs or prepositions and a few other words.

(*c*) The B.W.E.L. feel that a committee of experts should be formed immediately to enquire thoroughly into this matter because delay would lead to further deterioration of the situation. Expert advice may be sought in this matter from the C.I.E. of Hyderabad.

(*Continued from page 12*)

river Thames and one of the most pleasant ways of getting there is to take a bus to Kew Bridge and then walk beside the river for about half a mile. This brings you to one of the gardens' side entrances. Once inside the gardens there are many things of interest to be seen apart from plants and trees. Several of the buildings are of great architectural distinction. I would like to say just a word about Kew Palace which is near the main entrance of the gardens. It was built in 1631 in the Dutch style and is of red brick. King George III bought the palace in 1781 and between 1818 lived there with his family.

The palace is opened to the public now and it contains many fine pieces of furniture, historical documents and other relics. Perhaps one of the most remarkable buildings at Kew is the huge Palm House built by the famous English architect Decimus Burton in 1844. This giant green house is 120 yards long and for many years was the largest in the world. Outside the Palm House stand the Queen's beasts. These ten statues in stone of heraldic animals connected with the Queen's ancestry are of great interest. Similar animals figured in the Coronation at Westminster Abbey in 1953.

You will also be seeing in this film some of the gardens' other fascinating buildings—the Chinese Pagoda built in 1761, the Japanese Gateway and many others.

May I say that I hope you enjoy the film which you are about to see.

Book Review

ESSENTIAL EDUCATION by *W. R. Niblett.*

Essential education is 'concerned with essential living' and 'in a twentieth century society like ours it is particularly difficult to go down to essentials.'

The essentials are based on 'the needs of the child' which have been enumerated in the first chapter by the author as following:—

1. The need for a home which is not merely a dwelling place but a family, because a child brought up on rules and without personal love will tend to become an obedient or disobedient mechanism, an automation, instead of a human being.

2. The need for sense experience, because the capacity for learning is closely related to the capacity for experiencing. The cheap sensations of modern mechanical means are real dangers to the development of proper sensibility in a child.

3. The need for feeling and for expressing feeling, because these lead to the development of the "full life". Emotional development will be fixed at a primitive level if scope is not given for the natural release of feelings.

4. The need for coming into terms with things :—knowledge of the objectivity of things, the child's own ability to move about small and light objects and the obedience of material things. It is important for him to learn from materials, with the help of his muscles, the joys of control and domination, to develop impulses for building, arranging, planning, and the powers of determination and perseverence, criticism and initiative.

5. The need for communicating with persons, firstly with the body and then with other techniques — linguistic (speaking, writing) and non-linguistic (figures, music, drawing, painting craftwork). Failure to communicate leads to misunderstanding and frustration.

6. The need for judging and reasoning, growth in the abilities of thinking and reasoning depends largely on the power of using words. There are also non-verbal ways of judging such as distinguishing shades of colour, relative heights of flying aeroplanes etc.

7. Need to know that life has meaning, that he is not lost in a wasteful universe.

The second chapter of the book takes up the question — "How far is education today fulfilling the stated needs ?"

In the author's opinion many of the fashionable educational doctrines of the first half of the twentieth century, like 'the development of individuality,' 'child centred schools', the freedom of the child to 'realise himself' etc. have been proved to be vague and woolly.

These ideals, like the doctrine of *laissez faire* in the economic field represented the attitude of a society which had lost many the specific beliefs in which it had been brought up,— a lack of coherent and satisfying philosophy, a state of scepticism which is 'destructive of not only the power to act, but also of all vitality'. Totalitarianism as a way out of this morrass is unacceptable while neutrality breeds purposelessness.

Propaganda as a device has been unfairly condemanded, for according to the auther, the question is not whether we shall use propaganda or

not, but how deliberate and conscious shall our use of it be and in the service of what understanding of human nature shall we use it.

Propagandist materials are used at every step. A mother teaching right habits to her baby decides what habits are right, 'public opinion' ensures conformism. A good teacher can propagate guiding principles without preaching.

In the third chapter, the contributions of the family, the school and the teacher to the education of the child are analysed. No school can be a complete substitute for a good home in the intimacy and subtlety of the educational training and discipline it gives. Groups like girl guides, school classes also, as comprising 'the people who matter,' —'go down far more deeply into his real life and heart' than objective surroundings of life.

'A good school community' is something 'in which. . .children can be natural human beings,' states the author and follows it up with a critical estimate of the English public school system.

The teacher, according to the father, is the most important person and to teach is to 'give oneself away'.

Other educational ideas exposed in this chapter are :—

Discipline —'the source of good discipline is interest'.

Faith — is 'the basis of good education'.

'If the teacher trusts the children the children will tend to trust others'.

Self-control — is opposed to military discipline for 'you cannot make a man good from outside inwards'—'The need for coercion is the measure of imperfections in our society' and real self-control is 'personally felt responsibility'.

Curriculum, the subject for chapter IV has been described as a 'menu of studies' based on the needs of the children. The author's main criticism against the modern school curricula is that they lay emphasis 'overwhelmingly upon the training of the intellect'— to acquire a large amount of factual knowledge, while little time is given the pupils to 'sense' fully or to 'feel' with 'discrimination'. 'Culture' with poetic and artistic appreciation, creative painting, drawing and music should receive far greater importance.

The place of religion in education has been described in chapter V. Religious knowledge, having 'roots in the unconscious part of the mind' gives a 'spiritual awareness' which is a source of a real and personal philosophy of life'.

The last chapter is devoted to the transition from school to society. Schools now send out boys and girls into the world lacking —'purpose, determination and any real sense of responsibility'. This is because they do not provide challenging situations which could have made life seem worthwhile. As a solution for this problem the author lists a large number of activities and agencies (youth movements, art councils and other extra-mural activities) in order to —'find a group and a field in which every individual can find scope for initiative and expression of his talents whether in writing, organisation, the investigation of problems or physical action'.

Kalyani Karlekar

STUDENT ACTIVITIES IN SECONDARY SCHOOLS by E. G. Johnston & R. C. Faunce. Published by The Ronald Press Co. New York. Pp. 363.

The book under review is a comprehensive document on various types of student activities usually styled "extra-curricular" and "has grown out of the experiences of the authors over a period of many years". In America, England and other countries of the West the attitude of parents, teachers and administrators of education has favourably changed toward the activity programme of

the school but not in our country. But gradually we in this country are coming to realise that "the dividing line between curricular" and "extra-curricular activities is at least a shadowy one".

The authors of the book say very significantly (p. 360) that "the activity programme of the school should not be considered as "extra" by teachers, administrators and the community) ; *it has to be vitally related to the curriculum.* So accepted they (activity programmes) add richness to the educational programme as a whole. Sometimes they may serve to bring fresh air to a curriculum which has become stagnant." (Chap. 16, P. 360).

The book is not a list of activities only but the authors have dealt with the educational principles justifying the acceptance of each of the activities described as well as the outcomes of pupils' participation in such activities.

A very thought-provoking chapter of the book is Chapter 13 (The School and the Community) in which the authors have drawn our attention to an usually missed aspect of the so called student activity programmes. It is "service to the community". The authors have given us an impressive array of community services which can be performed by youth — Youth contribution to (i) Public safety (ii) Civic Beauty (iii) Community health (iv) Civic Arts (v) Local history, surveys, etc. Chapters 1 to 3 of the book are taken up with principles of activity programmes and the administrative aspects. Chapters 4 to 11 detail different kinds of activities and programmes like class and home-room organisation, School Assemblies, Clubs, The Social Programme, School Publications, Athletics, Speech Activities and lastly Music in the school programme.

The authors have also stressed the necessity of evaluating student activities in Chapter 15 of the book without which the activities may miss the objectives which these are expected to realise. Evaluation is coming to be recognised today as an integral part of the educational process" and it should be a part and parcel of the so called "extra curricular activity" also. Evaluation of specific skills in so called knowledge subjects is comparatively easy but as the authors point out (p. 344) that "evaluation of the intangible outcomes" of activity programmes is more difficult than "the recall of factual information or the command of specific skills."

With the introduction of the Cumulative Record Card which has to be maintained in respect of each pupil in the school, the assessment of pupils' abilities and aptitudes has to be made not only in curricular subjects but in other activities also. The maintenance of the Cumulative Record Card in a conscientious way presupposes a new way of organising school activity and observing pupil-behaviour in different contexts outside the class-room. The book under report will suggest to all concerned, how pupils can be activated to take part in them and how at last the evaluation has to be made in terms of change in pupil-behaviour.

The book is well worth careful perusal by not only teachers, heads of institutions but also administrators of education. This is likely to change our outlook on such activities in the school programme as we do not consider essential.

(From "Library Service", Department of Extension Services, Govt. Training College Hooghly).

"The great use of Education is not merely to collect facts, but to know man and to make oneself known to men."— Bertrand Russel.

SOCIAL STUDIES

REPORT ON THE PUJAH VACATION WORKSHOP

Three groups of teachers worked on three subjects viz., history, geography and social studies the 25th October to the 5th November, 1961.

The courses started on the 25th October at 11 A.M. with a combined meeting of the three groups. Mrs. Karlekar explained the general work-plan of the courses and discussed some educational problems with the participants.

The group for social studies met separately at 12 Noon to prepare their working paper under the guidance of Mrs. Karlekar. The following areas were selected for discussion :—

1. The objectives of teaching social studies and its curriculum.
2. Methods suitable for the achievement of the objectives.
3. Projects and the techniques of collection of materials through reading, field-trips and other activities.
4. The group-process.
5. Collation of materials,—display and reporting.
6. Audio-visual materials and techniques—charts, maps, models, pictures (episcope) films, filmstrips, slides, dramatisation, recitation, role-playing.
7. Textbooks—utility, quality, availability.
9. Planning of teaching and evaluation units adjusted to the teaching time available in schools.

A general meeting of the three groups was again held in the afternoon when Sm. Bijaya Sengupta gave a talk with demonstrations on audio-visual materials, equipment and techniques. She explained the functioning of the human eye and ear with their education uses' explained how audio-visual representation created interest, helped the mind to concentrate and made subjects concrete and real. She demonstrated the uses of the opaque, film and filmstrip projectors, the tape recorder, record-player, gramophone and a large number of charts made by participants in a previous course on audio-visiual materials and equipment.

There was another general meeting on the 26th at 11 A.M. when Mrs. Karlekar conducted a discussion on 'Modern Trends in Education. 'The discussion was initiated by two headmistresses (Sm. Lily Saha and Sm. Santi Nundy). They felt that they needed to brush up their knowledge of educational techniques which were becoming obsolete with the development of new teaching methods and the expansion of the school curricula. Changing times with changed atmosphere and personalities brought challenges to meet which teachers needed consultations with each other and the guidance of resource persons. Help was also needed for certain subject areas not yet covered by teachers training courses.

The participants then discussed modern trends in life covering areas of political, scientific, technical, industrial and social developments which brought about the need for a complete re-orientation of educational approaches and methods. Family and society were failing to perform various educational functions previously performed by them. Conflicts and tensions pertaining to modern civilisation were, moreover, creating confusion. It had fallen upon the education system to develop the complete human personality in the teeth of all these disintegrating and distracting forces.

This task was summarised in the following words —"The responsibility of education in a democracy is to develop each individual as a responsible, self disciplined and self-directed citizen capable of locating and using various sources of information for the solution of personal and social problems and of discussion, arbitration and compromise for democratic decision." The skills and attitudes, therefore, that the school had to teach and inculcate in the future citizens and members of democratic society included the following :—

1. Responsibility—towards family and society.
2. Self-discipline and self-direction.
3. Ability to collect, interpret and use information for judgement and action.
4. Ability to think rationally and objectively and translate the same into action.
5. Ability—to participate in group discussion to arrive at common decisions by consensus, compromise, voting and arbitration.

The social studies group met separately at 12 noon to discuss the objectives of teaching the subject in the light of modern trends in educational techniques. The new ideas of the "whole learner", and "integrated learning ushering in changes in teaching methods were discussed with reference to Basic Education and project, assignment, research, workshop and similar other methods.

The participants discussed how far the given syllabus for social studies could meet those objectives and how the syllabus should be dealt with for the purpose. They then divided into two sections to work on the folowing topics.

(*a*) The objectives of teaching social studies, with Sm. Bina Chatterjee as leader.

(*b*) Critical analysis of the syllabus with suggestions for proper integration with Sm. Mukti Chakravarti as leader.

The objectives for the teaching of social studies were studied at the three levels of skills, attitudes and understandings and listed in details. It was stated that practice in skills led to the cultivation of attitudes and the development of understandings resulted in a functional philosophy of life.

The syllabus was analysed in its three stated areas, viz (*a*) acquaintance with the world as connected with local and national life, (*b*) special acquaintance with Indian life and culture and India's position in and relations with the world, (*c*) general principles of citizenship and good human life.

The basic principle of the analysis was to take social studies not as an information giving subject but as a practice giving subject to enable the pupils to understand their place in the world and solve their own priblems in personal and social life. The syllabus given to schools was not suited to this kind of treatment, firstly, the parts drawn from different subject areas were ill balanced and remained discrete and separate and, secondly, there was no basis of local studies. The historical portion was too full of inessential academic details and unconnected with the studies of modern community living. There was no scope for the understanding and appreciation of Indian art and culture or acquaintance with the arts and cutural systems of the world, geography was not human enough, nor were the different areas of community life properly integrated.

The teacher, given the current syllabus, therefore, had to take the trouble for proper adjustment and integration of the curriculum or just ignore the objectives of teaching social studies. In the opinion of the participants the teacher should recast the syllabus, adding and omitting, to make the principles of teaching the subject effective.

The morning session on the 27th October was devoted by the social studies group to a discussion on methods of teaching. The findings of the subgroup on 'objectives' called for a total overhaul of the current school programmes to place greater emphasis on pupil activity, pupil-teacher planning

and croup techniques. Pupil activity could be of various kinds—

(*a*) Projects and work-units.
(*b*) Individual study.
(*c*) Excursions, observation tours, school-community-collaboration.
(*d*) Collection and collation of materials from different subject areas into integrated life-oriented units.
(*e*) Making of charts, models, maps, pictures, plans etc.

Practical work was done by the group in the afternoon session in planning teaching units in relation to the time available in the school programme. It was decided that the studies should start in class IX with local study—study of the community in the locality—and gradually work towards understanding of world relations through studies in national life.

Mrs. N. Das, Principal and Director of Extension Services, Institute of Education for Women initiated a discussion on textbook analysis on the 28th at 11 A.M. According to her the various defects in the system of education could be classified under several heads as—(*a*) defects in teaching methods, (*b*) defects in the system of examination, (*c*) defects in the syllabi and (*d*) defects in textbooks. Textbooks could be judged according to certain criteria, viz—

(*a*) Language—the expression should be simple, clear and attractive and the subject matter should be dealt with correctly, cogently, systematically and without undue flourishes.

(*b*) Printing, binding, pictures and general get up—the types should be clear, simple and large, the binding should be strong and easy to open, pictures should be correct and attractive and lay-out effective. Charts were of great importance in subjects like history, geography, social studies and science.

(*c*) Text books should contain hints and pointers to good teaching methods.

The areas of analysis were indicated as follows—

(*a*) Defects of current text books.
(*b*) Standards of good text books.
(*c*) A list of good text books.
(*d*) Analysis, criticism and suggestions for textbooks that are good in parts.

Analysis of text books should take the following logical steps—

(*a*) Location and definition of defects.
(*b*) Causes of the defects.
(*c*) Part played by syllabus, requirements of evaluation etc.
(*d*) Classification of books into excellent, average, inferior etc.

The social studies group separated after this and worked on 'unit-planning' from 1 P.M. The objectives for local studies were listed as—

(*a*) Obtaining concrete and real information of the life of the people in the locality, connecting information with real-life experiences and problems.
(*b*) Developing skills of observation, group discussion, systematic study and analysis of information, collection and collation of materials etc.
(*c*) Developing attitudes of responsibility, initiative, friendliness, cooperation etc.
(*d*) Understanding the interdependence of the various sections of the same community and of the various communities of the country and the world.

Subject areas to be drawn upon in local studies were, mainly, geography and history through the study of housing, dress, language, occupations education and culture, health, population, administration, trade, amusements, etc. and connecting modern developments with the past.

Places to be visited should be such as to be easily approachable, near the school and should contain the maximum of information within a minimum area, such as post office, hospital, police outpost, law courts, museums, educational institutions, art galleries, places of historical and other interest, industrial centres etc. Resource persons should be invited to the school and the school and available public libraries should utilised to the full. Publicity offices should be approached for charts, maps etc. and the pupils themselves might prepare these and also models, dioramas and other visual materials.

Field trips, to be useful, should be carefully preplanned with attention to maximum utility within the limits of time and money available. Teachers should know about the purposes of the trip and the pupils should briefed regarding what to find out and how.

The work on planning of units continued from the 29th to the 31st of October when the participants charted out the whole of the current syllabus for social studies into workable units with details of projects, studies, field trips and other practical work to be covered in classes IX and IX.

This work was interrupted in the afternoon session of the 30th October when there was a discussion on group techniques. It was, stated, that, for any group to work well the following requisites should be fulfilled by it.

(*a*) The objectives must be clear.
(*b*) Work should be divided equally and with reference to aptitudes and interests of the of the participants in the group.
(*c*) Division of labour should be achieved through the appointment of a chairman, secretary, recorder, artists etc. for each group and the teacher should be careful so that there can be as even a distribution of of talents amongst the groups as possible.
(*d*) Leadership should be shared, if necessary, by rotation of functions.
(*e*) Seating arrangements and other physical conditions should be favourable.

Qualities called for in successful group work were enumerated : cooperation, initiative, unity, friendliness, membership, interest and skill in different types of activities. Individual differences (special aptitudes) should be fully utilised and attitudes and understandings developed through practice in democratic procedure.

A discussion on the use of audiovisual materials and techniques in the teaching of social studies was held on the 31st October at 11 A.M. Projected materials were films which were audiovisual and film strips, slides, pictures projected through episcope which were only visual, non-projected visual materials and equipment consisted of bulletin board, flannel boards, charts, maps, diorama, panorama rolling black board etc., Purely 'audio' equipment were radio, gramophone, tape-recorder and record player. In addition these the pupils themselves could participate in audiovisual techniques like dramatisation, role-playing, pageantry, debates, discussions etc.

On the first November, in the morning session Professor D. Mahanta of the Bureau of Educational and Psychological Research held a general discussion on 'Evalution' with the three groups of participants. Modern techniques of evaluation arose out of modern methods of teaching. The main objective was now not the mastery of facts and information but development of character and personality to enable the pupils to live effectively in democratic society. The introduction of cumulative record cards in schools was one aspect of this new trend in evalution. In testing for information also the following fundamental attainments should be kept in view, viz.—

1. Knowledge of terms and concepts.
2. Understanding values.
3. Realisation of relationships.
4. Ability to use information for the solution of problems.

5. Application of knowledge and skills to life-situations.
6. Development of wholesome character-traits.
7. ,, ,, attitudes and interest.
8. ,, ,, skills in expression.
9. Improvement in work habit, system and arrangement of materials, freedom of thought etc.
10. Development of a sense of responsibility.

Proper evaluation should be able to assess the above outcomes of education. Testing should be on work done in school and developments arising out of them. Results should help teachers in diagnostic and remedial work.

Different types and techniques of testing were then discussed with examples. The social studies teachers' group spent the afternoon and morning sessions of the first and second November respectively in framing questions which were their forwarded to Prof. Mahanto for criticisms. They went on a 'field-trip' to the Calcutta Port on the 2nd in the afternoon, a report on which is given separately.

In the morning session of the 3rd November, Mr. Mahanto met the social studies group to discuss the questions perpared by them. He corrected errors in the teachers' draft questions and further, explained the meaning and scope of evaluation with descriptions of such other types of assessment as observation, questionnaire, projective and situational tests, finishing story, honestly and sincerety test etc.

Prof. N. L. Basak of the David Hare Training College gave a general talk on the teaching of social studies to the group in the afternoon session. He referred to the statements made in the Report of the Mudaliar Committee on this subject and referred to the new situation arising in the emergence of India as a free and democratic republic as well as to the modern trends in education.

In the morning session of the 4th Novomber, Mrs. Das joined with the whole group for further discussions on text book analysis. The teachers felt that they had to be alert about the quality of text books used by them and themselves collect materials, pictures etc to sumplement those given in the books. They should also prepare a list of commendable text books.

The fourth being the last working day of the training the three groups of participants busied themselves in preparing reports as well as the entertaining items to be presented at the concluding session the fifth morning.

A closing social was held in the morning of the fifth at 10 A.M. Coffee and biscuits were served in accompaniment to music and a skit acted by participants. Sri. S. Ghosh sang some songs by Mukundadas and made an appeal for funds for a marble bust of the great poet, patriot and 'Yatrawallah'.

(Collated from reports by Lily Saha, Bina Chatterjee and Mukti Chakravarti)

A VISIT TO THE PORT OF CALCUTTA

The Social Studies Teachers' Group visited the Calcutta Port on the 2nd November, 1961, at 2 p.m. The purposes of the visit were to:—

1. Learn how to organise field trips.
2. Have a direct acquaintance with the appliances and methods of working in the Calcutta Port.
3. Have an idea of the exports and imports of North Eastern India passing through this port.

Sri N. K. Mitra, Asst. Traffic, Supdt., Port Commissioners conducted the group through different areas of the Port and explained things observed by them. He also gave a hand-out use-

ful parts of which are being printed at the end of the report.

A few introductory details supplied by Sri N. K. Mitra were as follows:—

The Port of Calcutta on the River Hooghly was about 80 miles inland from the Bay of Bengal. It was a receiving and dispatching centre for Upper India, Assam, and Parts of Central India and was fed by a network of railways, roadways and some waterbourne traffic. The chief exports were coal, tea, gunnies, shellac, linseed, ores, scrap and pig iron, hides and mica. The principal imports were salt, foodgrains, machinery, provisions, hardware, spirits and petroleum.

The Port was administered by the Port Trust, members of which were representatives of different groups and interests like the Bengal Chamber of Commerce, Calcutta Corporation, Trade Unions etc. The chairman was appointed by the Government of India with the consent of the Government of West Bengal.

The first place visited were the giant grain silos with the 'mother' silo and three other silos. These were fitted with elevator, conveyor belt, cleaning plant and handling equipment—all electrically operated. Large quantities of wheat imported from the United States of America which had degenerated in storage in the godowns of the Food Department of West Bengal were being reconditioned by fumigation, made fit for human consumption and bagged for distribution by the automatic machines. This plant, though as yet unfinished, was a product of the Second Five Year plan.

The next place visited were the double story storage sheds originally built for storing imported sugar but now used for other purposes as India is trying to develop an export trade in sugar instead of importing it.

The kidderpore Docks No. 1 and 2 were then visited where the group saw the ship "Jaladhatri" being chipped and painted. As some passengers disembarked in this area, a part of the storage godowns were converted into waiting stations for the purposes of Customs Inspection. Bales of gunny were also stored in one corner of the shed. The group also saw the working of different types of cranes here.

The Port Trust Railway Yard to and from where all the exports and imports were transmitted was visited next. This railway linking the Port with the railway system of the country was connected with the Sealdah and Howrah stations. There were transit sheds in this area where incoming and outgoing goods awaited passage on payment of rent at differents rates for shorter or longer periods.

Coal was stored in and exported from Coal Berths fitted with mechanical equipment. Coal coming in by wagons was unloaded by a tippler plant and conveyed to loading shafts by conveyer belts. The loading shafts had vertical conveyer belts with bucket and had antibreaker equipment. These shafts were able to load upto 500 tons of coal per hour. Some manual loading and unloading work was also done as the Berth was not yet fully mechanised.

The group then went to see tea warehouses. Tea was one of the important dollar-earning exports from India and was sent mainly to the U.K. Thirty lacs of tea chests left the Port of Calcutta annually. Tea was a delicate commodity to store for different varieties had to be kept separately to preserve their flabours. Every chest to be exported bore the seal of the Indian Standards Institute.

The 600 feet long King George's Dock, one of the largest docks in the world was visited by the group who saw the electrically operated 200 ton crane—the biggest crane in Asia—in action. They also saw the dry docks and the locks before going over to the jetties.

The trip ended with a visit to 'Jalakrishna' a cargo ship of the Scindia Steam Navigation Company. The group were first served with icecream, cold drinks and snacks in the officers' siting room and then taken over the whole of the ship from the bridge to the engine room. The officers demonstrated the different kinds of lights, the working of the radio and the radar systems and showed their working charts and maps to the group.

(*Summarised from a report submitted by Bina Chatterjee*)

PORT SUMMARY

The Port of Calcutta is situated on the left bank of the River Hooghly which is formed by the uniting of the three off-takes from the parent River Ganges. It is about 80 miles from the mouth of the river and 121¼ miles from the Western Channel Light Vessel at Sandheads. The Port is administered by a Port Commission with jurisdiction under the Calcutta Port Act from Budge Budge to Konnagar and under the Indian Ports Act from Sandheads to half a mile up the Rivers Bhagirathi and Jalangi obove their confluence. Southern Limit of jurisdiction Lat. 20°45′0″.

Calcutta is both a receiving and a distributing center for upper India. Assam and parts of Central India. It is fed by products brought by a network of Railways, as well as by the water-borne traffic of the River Ganges. The Chief exports are Coal, Tea, Jute, Gunnies, Shellac, Linseed, Ores, Pig Iron, Hides and Mica. The principal imports are salt, foodgrains, machinery, provisions, hardware, spirits and petroleum.

The total tonnage of sea-borne traffic passing through the Port during the year 1955-56 was 8,030,735 as compared with 7,813,813 during 1954-55. The total tonnage of exports during 1955-56 was 4,621,673 and the total tonnage of imports during the same year was 3,409,062. The income of the Port during the financial year 1955-56 was Rs. 9,96,93,011.

Port Approaches—

The River Hooghly is subject to strong tides and sudden alterations in the depths on the bars and pilotage is compulsory. Pilots board vessels at the Sandheads from the Pilot Brigs which are fitted with W/T and D.F. Gear. The largest vessel to enter the Port was 16,736 tons gross tonnage but speaking generally the ideal ship for the Port is a ship of under 500 ft. B.P. in length, broad in beam and loading to a maximum of about 26 feet.

The Commissioners maintain a permanent River Survey Service and in addition to the daily publication of charts, maintain Tidal Semaphore and Track Boards to indicate the latest depths available. The bars are sounded to the nearest 3 inches. Local rules governing pilotage of the river are subject to change to meet alterations in the channel and to avoid interruption in the work of the dredgers.

Navigation for small craft is not difficult as the Channel is well marked but ignorance of the local rules may cause grave danger to seagoing vessels using the Channel. Arrangements have been made by which small naval craft navigate from Sandheads to Diamond Harbour without a Pilot but above that point all ships over 100 tons must have pilots. Certain shallow craft are piloted by Inland Masters who have certificates for the River Hooghly. No outgoing craft, whether naval or otherwise may navigate the river without a pilot.

Berth and Anchorages—

Anchorages are available at Saugor Roads,

Haldia, Kalpi, Diamond Harbour, Royapur, Ulubaria and Garden Reach of which Royapur, Ulubaria and Garden Reach are available only for ships on passage to and from the Port or in emergency.

In the Port, ships lie to moorings when in the stream or alongside jetties with cables forward and aft.

Accommodation—

Kidderpore Docks: These consist of Nos. 1 and 2 Docks and a Turning Basin. There is a lock entrance from the river 580 feet long by 80 feet wide, which gives access to the Dock system.

Dock No. 1: This Dock is 2,700 feet in length and 600 feet in width with a designed depth of water of 30 feet, and has 12 berths serving single storeyed sheds. Berths Nos. 5 and 7 are used as one berth due to the 100-ton sheer legs being situated in the centre of the two berths.

Dock No. 2: This Dock has a length of 4,500 feet and a width of 400 feet and also provides a designed depth of water of 30 feet. It has eight general berths serving single and double storeyed sheds and six coal berths. Two of the latter are mechanical loading berths while another is now being fitted with a mechanical coal loading plant. There are also two laying-up berths off Nos. 28 and 29 as also four tying-up berths at the Buoys.

King George's Dock—Comprises a lock entrance 700 feet in length by 90 feet wide; three import berths with an additional two under construction; two export berths, one being mechanised and solely for use with manganese ore; one oil berth; one heavy lift berth with a 200 ton peak capacity lift under construction and almost complete. In addition, six ships can be tied up at the Buoys.

Three of the import berths are served by three-storeyed sheds and the fourth one by a two-storeyed shed. One export berth is served by a double storeyed shed. Each berth is 600 feet long. The designed depth of water in the Dock is 30 feet.

In addition the following facilities are available:—

One laying up berth—500 feet long with a depth of water of 16/17 feet.

Three Lighter berths with a total length of 900 feet and a depth of water of 6/10 feet.

Garden Reach Jetties—These consist of a Coaling Jetty for ships up to 460 feet in length and four jetties for ships up to 560 feet, of which 3 jetties are served by double-storeyed sheds. The fourth jetty had also adouble-storeyed shed which was damaged by fire in February 1951 and was dismantled. Provision has been made for the re-construction of a single-storeyed shed at this berth.

Calcutta Jetties—These are situated on the riverside below Howrah Bridge. There are nine Jetties with a total length of 4,735 feet, but only five of them are available for ocean-going vessels. There of the berths have two-storeyed transit sheds.

Coal—There are at present six coaling berths at Kidderpore Dock No. 2 and one berth at Garden Reach Jetties. Two of the Dock berths are fitted with mechanical coal loading gear, a third berth is now being so fitted.

Capacity of Coal Dumps in the Port is as follows:—

Kidderpore Docks	..	3,000 tons.
Garden Reach Jetty	..	30,000 tons.
TOTAL	..	33,000 tons.

Dry Docks—Five Dry Docks, owned by the Port Commissioners, are available for the use of shipping.

Warehouses—The Commissioners provide extensive warehouse accommodation consisting of

two Warehouses having a storage area of 304,000 sq. ft. grain and seeds depots at Kantapukur and Jhinjhirapul comprising 39 sheds with a storage area of about 1,123,368 sq. ft. A and B sheds at Kidderpore, and the Fairlie, Clive, Canning and Strand Warehouses situated close to the Calcutta Jetties with a total floor area of about 292,200 sq. ft. Provision has also been made for the construction of a six-storeyed warehouse for tea at Lybian Depot with 600,000 sq. ft. of covered accommodation. The Commissioners also provide extensive waresouse accommodation in the Calcutta Jetties Nos. 1 and 2, Strand Road, Armenianghat, Jagannath Ghat, Pathuriaghat, Shahebbazar, Baghbazar and Cossipore in the North Calcutta having a storage are of 310,892 sq. ft. They also provide warehouse facilities in Brooklyn Shed near King George's Dock and Hoboken Shed near Kidderpore Docks having storage space of 639,079 sq. ft. and 282,230 sq. ft. respectively. In the Howrah area the Commissioners province warehouse accommodation having a floor are of 98,287 sq. ft.

(i) *Ore Dumps*—The Commissioners have provided a Central Ore Depot approximately 1668 cottahs i.e. 1,200,950 sq. ft. of rented space to serve as Cushion Dumps for storage of ores pending shipment. These dumps are served by railway lines to be connected in a planned way to the proposed semi-mechanical ore loading berth at No. 5 King George's Dock so as to facilitate the quick transport and shipment of ores. In addition, further 4,89,920 sq. ft. of storage space have been rented to shippers of ore at other points in the Dock area which are all served by rail facilities.

(ii) *Steel Dumps*—301,680 sq. ft. of rented space have been provided in the Dock area to importers of iron and steel for storage of their imported consignments pending final disposal. In addition, the Commissioners have also set up dumps of their own comprising 275,000 sq. ft. of space for storing imported consignments of iron and steel pending delivery with a view to prevent any congestion in the Transit Sheds & Yards. The Commissioners provide open storage facilities of iron and steel in the vicinity of King George's Dock having an area of 138 cottahs and at Paharpur and Hide Road Extension having an area of 1,023 cottahs. In the Howrah side, storage facilities of iron and steel are provided by the Commissioners on an area of 1,120 cottahs.

Lifting appliances :—

DRY DOCKS: K. P. DRY DOCKS:

One 4-ton crane is located between Nos. 1 and 2 Dry Docks. Breakdown cranes of 15 tons capacity can be brought close to No. 2 Dry Dock.

K. G. Dry Dock—Four 3-ton cranes are available, two on each side of the dry docks.

The question of installing additional cranes capable of lifting upto 15 tons is now under consideration.

NUMBER AND CAPACITY OF CRANES :

Quay Cranes		Side Wall Cranes
Fixed Jib	Derricking	5
30	13	
Transporter		Yard Cranes
1		12

The lifting capacity of all cranes is 35 cwts., with the exception of one Hydraulic Yard Crane opposite No. 4 Calcutta Jetty of 5 tons capacity, the transporter of 3 tons capacity, two electric yard cranes at No. 2 Calcutta Jetty of 1 ton capacity each and one Goliath crane of 30 tons capacity at Mullick Ghat.

Quay Cranes		Yard Cranes
Fixed Jib	Derricking	13
64	48	Roof Cranes
		20

These include in Dock No. 1—eight 5-ton cranes.

In Dock No. 2—ten 3-ton, five 6-ton Quay

cranes, one 5-ton, six 6-ton, one 15-ton and one 30-ton yard cranes.

The capacity of all other cranes is 35 cwts.

There is a 100-ton sheer legs between 5 and 7 berths in Kidderpore Dock No. 1.

Coal Dock—There are ten Hydraulic Quay cranes, all Derricking and each of 8 tons capacity.

Quay Cranes	Yard Cranes	Transporter Cranes
Fixed Jib	14	2
Nil	Side Wall Cranes	
Derricking	2	
34		

The lifting capacity of the Quay and Yard Cranes at No. 1 King George's Dock is 5 tons. All other cranes are of 2 tons capacity.

The new laying up berth—now called 'H' Berth—has two 2-ton travelling full portal cranes.

The Heavy Lift Yard has the following cranes:

	Lifting capacity in tons.
One Scotch Derrick ..	10
One Goliath Travelling Crane ..	25
One Gantry Crane ..	10
One Clyde Crane ..	15
Two Clyde Cranes ..	10 each

Quay Cranes (Derricking)	Roof Cranes	Side Wall Cranes
18	3	2
	Yard Cranes	
	4	

The lifting capacity of all cranes is 2 tons.

Floating Cranes for Heavy Lifts :—

Four Floating cranes are available one of 60 tons, two of 30 tons and one of 20 tons capacity. Of these cranes the 60 tons and one 30 tons cranes are self-propelled and can be used in the river. The other cranes can only be used within the Wet Docks.

Mobile Cranes—There are at present 16 mobile cranes of various capacities for traffic working purpose. 4 more are on order and a proposal of providing another 10 cranes is under consideration.

Other Mechanical Handling Appliances—Steps are afoot to supplement the present stock of other mechanical handling equipments and also to procure new equipments with a view to provide more efficient and mechanised handling of cargo in the Port.

The Port TrustRailway :—

Communication between the various points in the Docks and Jetties including all the Commissioners' warehouses is maintained by the Commissioners' Railway which has 205 miles of permanent way and connects with the Eastern Railway. Goods can therefore be railed from any point on the Commissioners' premises to any part of India.

The Port Railway operates with 73 locomotives and 2069 wagons (of which 1598 are covered wagons and 471 open trucks). 6 more diesel locomotives, 40 Bogie Rail trucks and 50 Enfolding trucks are being procured.

Water Supply :—

At Kidderpore Docks there is a hydraulic system encircling Nos. 1 and 2 Main Docks, all Dry Docks, the 60 ft. Dock repairing basin and the Tidal Basin. The pressure is 750 lbs. per sq. inch. Between Nos. 1 and 2 Dry Docks there is a supply of dock water for cooling and testing at about 15 tons per hour.

A supply of water for fire fighting is available to all 3 dry docks at a rate of 85 tons per hour at a pressure of 100 lbs. per sq. inch. Unfiltered water for cooling at Nos. 1 and 2 Dry Docks at the rate of 100 tons per hour to each dock is available.

King George's Dock—hydraulic main at 800 lbs. per sq. inch (pressure) is available at all

(*Contd. on page 30*)

THE BENGAL WOMEN'S EDUCATION LEAUEG

LIST OF LECTURES IN THE RAINS' TERM PROGRAMME OF 1961

July 8th—Talk on 'The Cultivation of Literary Appreciation' re: higher class pupils by Sm. Bina Chowdhury of the Howrah Girls' School. President Sja. Suniti Gupta.

July 22nd—Talk on the above subject re: junior school pupils by Sm. P. Dasgupta of South Suburban Main School (Morning Section). President Sja. N. Das.

August 12th—Tagore's patriotic songs with commentary by Rameshchandra Bhattacharyya and party.

August 19th—Talk on "Dealing with Backward Children" by Sri K. P. Chowdhury. Bureau of Educational and Psychological Research. President Dr. Miss P. Das, United States Education Foundation in India.

September 9th—Activities in Junior Schools—a symposium. President Dr. Miss Ghose, Principal, Gokhale Memorial School and College.

September 16th—Craft-teaching in Schools by Sm. Sengupta, Saroj Nalini Nari Siksha Pratisthan. President Sja. K. Karlekar.

September 22nd—Film and stage show demonstrating 'Aesthetic Appeal in Audiovisual Approach' with a talk by Sister Immaculate, Holy Child Institute.

LIST OF PARTICIPANTS

(In the different subject groups in the Pujah Vacation Training Courses held from the 25th October to the 5th November, 1961).

GEOGRAPHY

Bhupatinagar Kanya Vidyalaya
Lekha Pradhan

Harimohan Dalal Girls' School
Nani Dasgupta

Krishnagore Govt. Girls' M.P.H.S. School
Nani Sen

Mahestola Girls' School, 24 Pargs.
Reba Ghosh

Rajkumari Santanamayee Girls' School
Nilima Nag

Salkia Balika Vidyalaya
Santi Nundy

Subhaschandra Balika Vivyalaya, Dhubulia
Lily Saha

HISTORY

Indian Girls' School, Kanchrapara
Nilima Roychowdhury

Paharipur Jr. Girls' School
Kanika Pal

Paharipur Jr. Girls' School
Pranati Sarkar

Raghunathpur Girls School
Bithika Chakravarti

Rajkumari Santanamoyee Girls School, Tamluk
Latika Dutta

SOCIAL STUDIES

Bally Girls School
Indira Palit

Batanagar Girls School
Annapurna Chowdhury

Bhupatinagar Kanya Vidyalaya
Nilima Maity

Kalyangarh Balika Vidyalaya
Gayatri Bhattacharya
Santa Dam

Purulia Govt. Girls M.P.H.S. School
Bina Chatterjee

Urban Basic Girls School
Mukti Chakravarti

Review of Work

We must first apologise for the delay in appearance. The printer's devil works in many ways, one of which is tampering with time schedules. As a result of its dislocation from its right point in the calender this issue carries reports of activities upto November, 1961.

In this issue the report on the Summer Vacation Course in English, which had been held over from the last, also appears. The course was to be completed by a second instalment of lectures and group discussions but it was not possible to do so because some of the participants in the Summer Course had expressed their inability to come back in the Pujah Holidays while replies from some others were received too late in our office.

Three parallel courses on history, geography and social studies were held in the Pujah Holidays. The report on the course on social studies has been printed in this issue, those on history and geography will appear in the next and a full report of unit plans and questions prepared by teachers of social studies will appear in the Bengali 'Sravani'.

In writing about educational associations we must express our appreciation of the Rains Term Programme of lectures and demonstrations organised by the Bengal Women's Education League. In addition to these lectures the League had followed up on the resolutions passed at their Annual Conference held in February, 1961 by holding group meetings of teachers headmistresses and other specialists on different subjects to prepare recommendations and forward them to the Board of Secondary Education of West Bengal. We have printed some of the final suggestions arising out of the League's correspondence with the Board.

The Central Science Club for women teachers of science was opened, earlier in th year, at the Institute of Education for Women a report of which will be found in this journal. A handful of teachers are taking good interest in the activities of the Club but participation will have to improve before more effective work in finding and developing science talent can be undertaken.

The British High Commission, the British Information Service and the British Council come in for thanks from us for their kind and generous help in organising lectures, film shows and training courses as will be seen from reports in the pages of this journal. We hope that these helping hands will continue to be extended in the future also.

The Bally Jute Mill Staff Club invited us to discuss with them problems of secondary education generally and science teaching in particular. We were happy to accept the invitation as the members represented a cross section of parents of high school pupils. Sri S. P. Mukherjee, Coordinator, Department of Extension Services, David Hare Training College and Sm. Sobhana Dasgupta, Lecturer, Institute of Education for Women accompanied Mrs. Karlekar to the meeting. A really good standard of discussion to which the parents warmed up with pertinent questions surprised and stretched them to the limits of their resources in answering.

Dr. D. M. Florell, Secondary Education — Advisor of the Technical Cooperation Mission to India visited St. John's Diocesan School which is the only girls' school in Calcutta to receive aid from them for the commerce stream.

Sir John Sergeant who visited the Institute of Education for Women also visited its Department of Extension Services and, later on, had tea and

discussions with the members of the staff of the Institute.

We, ourselves, have been visiting schools, in between our activities, sometimes by invitation and, more often, self-invited. In course of these visits we found keen interest in some schools in the development of hobby clubs and, in others, in the improvement of the teaching of English.

One serious problem which we found almost all schools facing was the problem of adequate staffing, specially for the science stream. The tendency of teachers to go on leave for long periods and to leave service without or with very short notice aggravated this problem. We found further than the permission to carry on the teaching of elective subjects with the help of part-time teachers has not proved very helpful because such teaching staff are not available for developmental extra-curricular and co-curricular activties of the schools.

Now to add a few words about our future activities in conclusion. In the future as we have always done in the past, we shall draw upon suggestions from heads and teachers of participating institutions before organising our programmes. We shall also draw some ideas from India's Third Five Year Plan.

The main provisions of the Third Five Year Plan about secondary education with which we may concern ourselves can be summed in the following points :—

1. Upgrading of high schools to higher secondary schools.
2. Strengthening of multipurpose schools.
3. Strengthening of Science teaching.
4. Establishment and expansion of the science club movement.
5. Provision of educational and vocational guidance in as many schools as possible.
6. Implementation of examination reform.
7. Organisation of a well-knit programme of in-service training with suitable follow up.

We should like to receive suggestions from heads and teachers of schools and others concerned with secondary education regarding how we can render helpful service in the above areas.

KALYANI KARLEKAR.

(*Contd. from page 27*)

berths and alongside the downstream side of both dry docks. An additional supply is also available of 100 tons per hour at each dry dock.

Drinking water is supplied in the stream and in Kidderpore Docks, King George's Dock and at the Jetties in the river. The responsibiilty of supplying filtered water rests with the Calcutta Corporation under the Municipal Act. Direct supplies from quays and jetties where hydrants are available are controlled by the Port Commissioners on behalf of the Calcutta Corporation. These supplies are obtained partly from Corporation mains and partly from tube wells in the Dock Area and operated by the Commissioners.

Overall Capacity of Port—

It is always rather difficult to assess any port's capacity in figures. Different kinds of cargo tax a port's facilities in varying degrees and therefore figures regarding traffic, can only give a very general idea.

Calcutta with the existing facilities has handled a sea-borne traffic of nearly 11 million tons a year without congestion or delay.

(*From the handout received at Port*)

TEACHERS' QUARTERLY

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Vol. VI No. 3

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Department of Extension Services, Institute of Education for Women

20B, JUDGES COURT ROAD, CALCUTTA

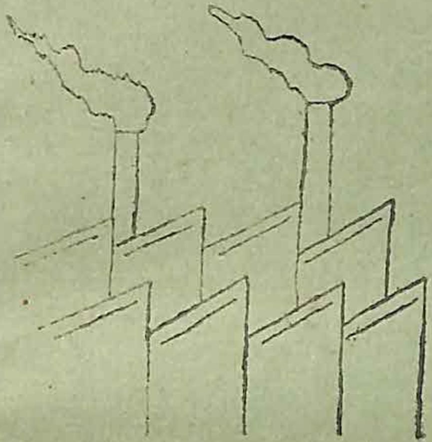
Why not take up an experiment ?

Some schools are doing so and they will be assisted by the Department with technical advice and materials. Please send us your scheme, if you have any, with a statement of financial implications involved in it.

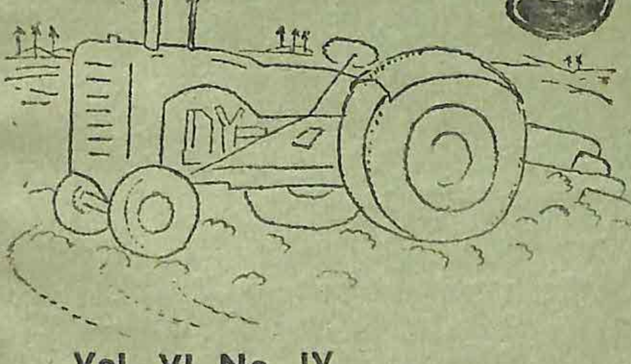
Please hurry up and post it *today* so that it may reach us in the first week of January, 1962.

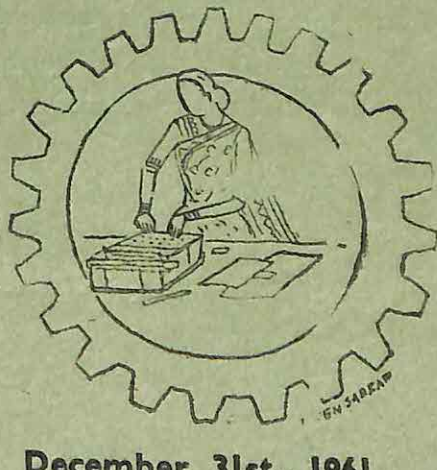
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TEACHERS' QUARTERLY









Vol. VI No. IV

December 31st., 1961

TEACHERS' QUARTERLY

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Vol. VI No. 4

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Department of Extension Services, Institute of Education for Women

20B, JUDGES COURT ROAD, CALCUTTA

Teachers' Quarterly

Foreword

The Central Science club of the Institute of Education for Women started functioning in July 1961, under the auspices of its Extension Service Department with a few Science teachers of local schools. A detailed report of its activities will be found in the pages of the TEACHERS' QUARTERLY.

It is as yet, a small organisation with a few members and a modest programme of activities. The Science Fair which was organised by it in December 1961 at very short notice was attended by only a few schools. But the genuine interest shown by the teachers of Science and the keen enthusiasm, intelligent participation and initiative of the pupils left us in no doubt regarding the worthwhileness of such club activities and exhibitions. Physics and Chemistry, Biology and Geography — these were no longer dry and abstract classroom subjects, learnt and taught for the requirements of some examination, but delightful and exciting intellectual experiences, shared by pupils, teachers and visitors alike. Nevertheless we are convinced that this will not only help the pupils to obtain more marks in science subjects in future by promoting interest and comprehension, it might even help to draw out some original thinkers, some outstanding scientists of

future India from out of these young school pupils. Our only regret is that there were not more participants — both among the pupils and the teachers.

This is, however, only a small beginning. I am sure that more and more schools would start science clubs for their pupils to arouse their interest in science subjects and foster original thinking. We would be only too glad to help such schools through our central Science clubs and organise a bigger Science Fair next year with their co-operation.

Schools might also start other hobby clubs for their pupils—such as art and crafts clubs, literary clubs etc. We are convinced that these will have a most beneficial effect on the intellectual development of pupils, and therefore, indirectly improve their examination requirements as well. We would be very glad to help schools in all such activities.

NALINI DAS

—:×:—

From now on, the aim of the school is not only to impart ready-made knowledge but to enable us to learn more efficiently from life itself.

(KARL MANNHEIM)

HEADMISTRESSES' SEMINAR

Nineteen headmistresses attended a Seminar held on 17.12.61 at 3 P.M. at the Institute of Education for Women in connection of its Eduction Week Programme. Sja Sushama Sengupta, headmistress of the Lake School for Girls was on the chair and the Principal, the Vice-Principal and the Co-ordinator of the Department of Extension Services of the Institute also participated in the discussions.

The Seminar, an annual feature of the Department of Extension Services, had been gathered together for discussion of such school problems as were considered to be of the most immediate importance by the heads.

The first point that was taken up was about the need for a whole-time trained librarian for each school. A teacher had so many other responsibilities that she could never be expected to give the undivided attention and the thorough work that would be necessary for the proper provision of library facilities for the whole school.

Next a reference was made to the United Schools Organisation, sponsored by persons in high authority and with its headquarters in Delhi. It was felt that, though the organisation was a desirable one, cooperation was made difficult because the organisers at the headquarters did not reply to the letters written to them.

The question of Dr. Owens, an expert to be provided by the United States Education Foundation in India for a workshop of headmistresses to be held between the 13th and the 27th February, 1962 was then taken up. The participants felt that the workshop directed by him should deal with problems of guidance and the maintenance of Cumulative Record Cards in schools. The first problem in this connection was of educational guidance for backward children and the general opinion was that this should be one of the important functions of the 'Career-master'.

Many children came to schools from backward social environments and were unable to develop along with others. This gave rise to the problem of retardation and the need for special remedial teaching. There were no institutions for such children in our country nor any special arrangements in schools to deal with them. Special guidance service was, therefore, needed through the primary and junior and high stages of secondary education.

The function of the 'career-master' as termed and conceived at present was extremely narrow and should be expanded to cover areas of educational guidance and counselling.

Another need in the organisation of an effective guidance system was to secure the cooperation of parents in the development and proper channelling of pupils to the different streams in secondary education and for educational guidance in general. This work should be done through parent-teacher-associations. As it was difficult for fathers to visit schools during working hours observation of 'Mothers' Day' was suggested when mothers could visit their children's schools and see the headmistress and the teachers. The consensus, however, was that parents did not care much for the day-to-day problems of their children's education and did not want to be bothered. They expected the school to tackle all the small worries and headaches. The great question in this connection, therefore, was how to help parents overcome this lack of interest and draw them to parent-teacher meetings regularly.

The fourth and the last point taken up in the Seminar was about the higher secondary school

syllabus. Reference was made to the valuable work done by the Bengal Women's Education League in analysing the current syllabuses and making concrete suggestions for revision. It was felt that the main difficulty in making the syllabuses lighter lay in the opinions of the chairmen of the committees who were specialists in their lines and reluctant to omit details of their subjects from the school syllabuses.

It was noted that this was a very important turning point in the matter of school syllabuses because the options allowed for two years in certain subjects for the higher secondary examinations were due to terminate with the end of the current year. It was, therefore, resolved that as the practical difficulties were still continuing, the options should be extended by the Board of Secondary Education for two more years and syllabus revision committees be formed immediately with adequate representation from heads and teachers of schools actually teaching the subjects.

It was recommended that, in doing revision work, the Board of Secondary Education should call for and take note of the work done by the Bengal Women's Education League.

A sub-committee, to study problems connected with the teaching of languages was formed with the following members—

Sja. Pushpamayee Bose,
Ballygunge Siksha Sadan.
,, Amiya De,
Muralidhar Girls' School.
,, Dipti Ghose,
Sibpur Bhawani Balika Vidyalaya.
,, Geeta Nandy,
Basudevpur Girls' Jr. H. School.
,, Ratna Mukherjee
Jadavpur Jr. H. School.
,, Gouri Gupta,
Chanchal Kumari Balika Vidyalaya.

The following points regarding the teaching of various subjects in higher secondary schools were then taken up one after another.

It was felt that the Fine Arts Stream in higher secondary schools was suffering from some contradictions. There was lack of coordination and planning between the facilities provided by different authorities like the Board of Secondary Education, the Education Department of the Government of West Bengal and the Calcutta University. The most frustrating point arising out of this confusion was that 'graduates' of the college of arts and crafts had no 'degree' and were being considered as trained matriculate teachers by the Board of Secondary Education. Another anomaly was that students passing out through the Fine Arts Stream in higher secondary schools were being treated on the same footing, with applicants without any previous training, for admission to the Government College of Arts and Crafts.

The one comment made about the syllabuses of art and music was that though music was a subject in the humanities stream, there was no provision for the teaching of dancing. It was recommended that dancing should be included in the school syllabuses as a subject.

There was some discussion about craft in Section B of the syllabus. Most schools offered sewing as craft, but the syllabus for sewing was too heavy for school pupils, too expensive from the point of of view of materials and too long for the time provided for it in schools. An alternative syllabus had been prepared by the Bengal Women's Education League which the headmistresses could consider and recommend to the Board of Secondary Education for adoption.

In discussing some problems in the teaching of languages it was felt that the situation had become more confused than before since the provision for making Sanskrit a compulsory subject in the humanities stream. This increased the language load, limited the choice of the pupils and created discrepancies between schools introducing

Sanskrit at different class levels making transfer from school to school difficult. It was further felt that a language like Sanskrit could not be adequately taught in three years in classes IX to XI.

The position of Hindi, on the other hand, was weak. It was begun too early and taught for too short a period to be of any use to the learner.

It was resolved that the Government of West Bengal be requested to withhold action on the ordinance for a few years and, in the meantime, observe effects by first introducing Sanskrit as an optional fourth subject in the humanities stream.

Towards the close of the Seminar, certificates were handed over to the headmistresses present for the teachers of their schools who had participated in the activities of the Department of Extension Services through the year. The headmistress of Sakhawat Memorial Girls High School received a cup on behalf of the Science Club of her school awarded by the Central Science Club for being adjudged the best school at the Science Mela held on 11.12.61.

A public session was held at 5 P.M. when Mrs. Sengupta, the president of the Seminar addressed the gathering and the old students of the Institute provided entertainment by staging Tagore's "Bashikaran".

SUMMARY OF THE PRESIDENT'S SPEECH

In the beginning of her speech Mrs. Sengupta gave a brief resume of the discussions held at the headmistresses' seminar and stated that it was a good thing for people to know what the headmistresses were doing and how they were thinking.

She said that this custom of holding an annual seminar of headmistresses had been started since 1957 when the new higher secondary educatio was introduced. The Department of Extensio Services of the Institute of Education for Wom had come forward to help with training cours for teachers on subjects and techniques not offere in the B.T. syllabus of the Calcutta University. Th headmistresses felt that contact with a trainin college brought them up to the latest developmen in educational theory and practice and that con ferring with each other on various problems th secondary education was facing as a result of in novations helped them in various ways. These dis cussions enabled them to clarify their own idea and formulate concrete practicable suggestions t be forwarded to the authorities. Sometimes prob lems became easier of solution after consultation and plans for new types of activities could b drawn up. Joint resolutions helped to keep spirit up amongst difficulties where lonely souls coul have been submerged.

She then spoke specially to the students of th Institute. They were all graduates, mostly teache and some were headmistresses. It was true, sh said, that there were obstacles in the way of goo teaching and, on going back to their schools, lac of time or unfavourable working conditions ma prevent them from practically applying what the had learnt here in theory. They should not, how ever, give up trying. They should never forget, th teaching was a great vocation and an environme of smiling young faces was a happy one.

Those who were headmistresses should remem ber always to be alert and sensitive to thing around them, they should be interested enough t keep themselves in a constant state of preparedness

She concluded her speech with thanks and con gratulations to the organisers of the Educatio Week.

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THE USE OF AUDIOVISUAL MATERIAL AND EQUIPMENT

(Report of a lecture with demonstrations held in connection with the autumn vacation courses on History, Geography and Social Studies held from the 25th September to 5th October 1961).

All the groups met in the afternoon of the 25th September, 1961 for a discussion on the place and use of audiovisual materials and equipment in education.

Miss Bijaya Sengupta, lecturer, Institute of Education for Women, exhibited models, charts, shell-work etc. and demonstrated the use of gramophone, record player, tape recorder, opaque projector and filmstrip projector in course of her lecture.

She explained the necessity of using audio-visual equipments and emphasised that although we use all our five sense organs to receive messages from the world around us yet it is true that our eyes and ears are the organs which have the strongest power of keeping in touch with our immediate surroundings as also with the universe beyond the reach of the other sense organs.

She quoted Dr. Mckown and Mr. Roberts to observe that teachers who wish to use audiovisual materials intelligently must make a plan, carry out the plan and then judge its effectiveness. There were two aspects of this planning, firstly that the plan must be carried out in the broad setting of an environment conducive to learning and, secondly, attention must be given to both general and specific objectives.

Before demonstrating with the electrical equipment she gave an elementary idea of voltage and direct and alternate current and the uses of convertor, transformer and metre.

An ordinary gramophone was played and the music was recorded in the tape-recorder and the record player was also used. Miss Sengupta projected some pictures and objects, highly magnified, on the screen and showed films and filmstrips.

The differences between 8 mm, 16 mm, 32 mm and sound and silent films and also the objectives for the use of these equipments were explained briefly. She convinced the participants effectively of the fact that the use of various aids minimises the strain on teachers' telling powers and increases the interest of the pupils in class activities.

Miss Sengupta recorded a talk on audiovisual aids on the tape which was played back to the participants.

SOME SCHEMES FOR LOCAL STUDIES

It was felt by the participants in the workshop for teachers of Social Studies held in the Pujah Vacation of 1961 that the teaching of Social Studies in each locality should start with local studies instead of the history and geography of West Bengal. Several such schemes were therefore drawn up by teachers coming from different localities.

Each scheme for local studies was planned to be completed in the first term of the year (January-May) in class IX and has been planned for nine weeks with a double period class per week. Any extra time available would be easily absorbed in the scheme as the work planned in each scheme is rather heavy.

SCHEME I — ALIPORE

The plan was prepared by Sm. Mukti Chakravarti, Asst. Teacher, Urban Basic School, Alipore, Calcutta. The studies start with the pupils getting acquainted first with the local community and then establishing relationship with the State, Country and the World. The locality is 'Alipore' — the area in the immediate vicinity of the school. The study is divided into two sections each being divisible into several steps each step consisting of one double period.

First Section

Step I : The teacher will draw upon the general knowledge of the class to describe the locality along the following lines:

(*a*) Geographical description — boundaries, the town and the district in which the area is situated, the main thoroughfares, places of interest, jails, courts, offices, markets, factories, schools, colleges, public halls, places of entertainment, Zoological and Horticultural Gardens, Govt. Test House, auction mart etc. Also its general natural background and topography.

(*b*) Historical points — the development of Alipore in the nineteenth and the twentieth centuries, Hastings House, the B. G. Press, Central Jail etc.

Step II : In order to study the locality in greater details the class will prepare the following outline and divide into groups to collect and study materials under the different heads :

(*a*) Food — Bengalis, non-Bengalis and non-Indians. Comparison of different types of food re : cuisine, food value etc. and connecting with geographical and historical factors.

(*b*) Clothing — Residential houses of different classes of people — poor, middle-class, rich etc. Non-residential buildings for offices, factories, institutions, places of worship etc. Different types of architecture and materials used.

(*c*) Religion — The different religious communities of the area. Origin and spread of the religions.

(*d*) Languages — Language groups in the local community. Places of origin and some information about the languages.

(*e*) Culture and education — Educational institutions of different types and grades. Cultural associations and local traditions.

(*f*) Amusement — Cinema and public entertainments. Public halls, parks etc.

(*c*) Special character — attempts on the part of the Government for the resettlement of the people.

3. Housing : Different types of houses. Causes of the differences. Types of architecture. Materials —local and imported. How the economic conditions of the people are indicated by all these.

4. Food : Students' own diets, and differences amongst themselves. Components and habits of the food of Bengalis. Comparison with those of the other people living in the locality. Causes — historical, geographical.

5. Dress : Types of dresses seen in the locality. Origin of the types. Causes of differences — historical, geographical, social, economic.

6. Languages : Variety in East Bengal dialects. Other dialects and languages spoken in the locality. Comparison.

7. Education culture and religion : Local educational institutions — high school for girls, multipurpose school for boys. Also junior high and primary schools, a technical school and a college in Habra. Cultural and religious groupings in the local community.

8. Occupation : For the majority of the people —teaching in schools and colleges both in and outside the locality. Also — people employed in development schemes, trade and commerce, general and menial services.

9. Transportation: Buses and trains. Types of conveyances for the transportation of human beings and export and import of commodities.

10. The Market Place : Things bought and sold —imported and local, exports and imports of the locality. Comparison with other localities.

11. Health and Recreation : Whether the local climate is conducive to good health. Functions of the Local health office. Means of recreations —cinema, 'Yatra' etc.

12. Administration and local activities—Municipal work is done by an administrative office. Associations and organisations for social and cultural activities, e.g., Manimela.

Lesson II: (February) Reading of the minutes of the previous discussions, addition of new information if any and division of students into groups for studying the life of the locality under headings as given above.

Lesson III : Discussions on ideas developed or information collected by the groups and preparation of a scheme for a field trip.

Lesson IV: The field trip.

Lesson V: Reporting on information obtained and pictures, specimens etc. collected in the field trips.

Lesson VI (March): Compiling the reports of the groups.

Lesson VII (April): Exhibition on the life of the locality—reports, materials, pictures, charts, maps etc.

Lesson VIII : Discussion on the relations of the village with the outside world on the basis of the general knowledge of the students.

Lessons IX and X (May): Preparation of charts, maps, models etc. on the basis of the discussions of Lesson VIII. Recapitulation with discussions conducive to the understanding of the interdependence of the communities of the country and the world.

(b) Allotment of vacation work—each student should choose and make a special study of any locality in the manner of the study of their local community and present the report after the summer holidays.

Work in the second term of the year will be based on these vacation studies, the topic being—

TOWNS AND VILLAGES

Lesson I—Collation of reports prepared by the students in the holidays, placing of the different localities studied, on a time-scheme.

Lessons II & III—Further studies along the time scheme.

Lessons IV-VI—Preparation of charts, maps etc. showing life in Indian cities and villages in different periods of history.

Lesson VII—Discussion on trends of Indian history.

Lesson VIII—Exhibition on—'India Through the Ages."

Lesson IX—Discussion on the development of human civilisation.

Lesson X—Preparation of materials on the civilisations of the world.

Lesson XI—Exhibition and discussion.

This would complete the second term (upto the Pujah Holidays) in class X. The last term of the year should be devoted to consolidation and evaluation. Topics of world geography, cultural history and trends of development, political terms and concepts, the characteristics of democracy, the value of the individual, rights and responsibilities etc. could be studied in the first term of the second year. The Indian Constitution and the U.N.O. could be studied in the second term.

Prepared by—Shanta Dam,
Asst. Teacher,
Kalyangarh Balika Vidyalaya.

SCHEME III — BATANAGAR

The following scheme for a series of lessons has been drafted on the assumption that social studies for pupils should begin with acquaintance with their own locality gradually extending to the study of the ways of life in India and the world. The time for study has been calculated on the basis of one double period each week and each lesson indicates one such period.

Lesson I:—The teacher will hold a discussion in class regarding the geographical position and boundaries of the township, the district and the state in which it is situated, the river flowing by its side, its climate, the history of its establishment etc. The general knowledge of the girls will be drawn upon for this purpose and the life of the community will be analysed under the following heads:—

The people:—Bengalis (West Bengalis and East Pakistanis) Madrassis, Marathis, Oriyas, Punjabis, Upcountry people and foreigners (English, Scottish, Chinese, Japanese etc.).

Food :—Different kinds of food of the people coming from different localities. Vegetarian and non-vegetarian diets. Staple foods and special dishes. Nutritive values and cuisine. Historical and geographical backgrounds.

Clothing:—Different types of dresses and materials used by people from different countries. Economic geographical and historical causes of the variations.

Housing:—Peculiarities of residential housing in a planned township. Uniformity and classification (three family, six family, European quarters, special quarters for highest officers and quarters for lowest grade employees etc.). Private houses in and near Batanagar. Building materials—concrete, cement, glass, steel, brick, bamboo, mud, thatched roofs etc.). Non-residential houses

(offices, courts, library, jail etc.). Places of work and worship.

Languages:—Bengali, Hindi, English, Oriya, Malayalam, Tamil, Telegu, Punjabi etc. Places of origin, importance of literature.

Religion:—Hinduism, Christianity, Islam, etc.

Education and Culture:—Primary, high and higher secondary schools, Technical training in the factory.

Amusement:—Types, facilities, organisations etc.

Occupation:—Workers, supervisors, clerks, officers, doctors, engineers, teachers, professional and businessman, traders. Agriculturists and traders in adjoining areas.

Transportation:—Public and private conveyances. Trams, buses, taxis, rickshaws etc. Company's and private vehicles.

Lesson II:—The students should have collected more information by their personal efforts during the week and be ready to use the same. The teacher will divide the class into groups according to interests and talents for collecting, collating and presenting materials, planning field-trips etc. Arrangements will be made for intergroup exchange of information and materials.

Lesson III:—More information should have been collected during the week. A list will be made of the places of importance in the life of the community and one selected for the first field trip. The first choice is assumed to be the Bata Shoe Factory. The group will be briefed on what to look for and how. Each group will be entrusted with the observation of a certain aspect and recorders will be appointed.

Lesson IV:—Field trip. More time should be given than the normal double period.

Lesson V:—Reporting on the field trip. Difficulties will be cleared through discussions. The teacher will help with information and general guidance.

Lesson VI:—Group work to prepare a complete, coherent account of the life of the locality. Each group will prepare a report and at least one map, chart, graph or model on the subject matter of the report.

Lesson VII:—Class exhibition of reports and materials on 'life in Batanagar'.

Lesson VIII:—Discussion on the relatedness of local life with the life of the country and the world through the interchange of ideas, people and commodities.

Lessons IX-X:—Preparation of map, charts etc. connecting the life of the locality with India and the world.

Lesson XI:—Exhibition, reporting and discussion. Understanding of the interdependence of the different parts of the world.

Annapurna Chowdhury,
Batanagar M.P.H.S. Girls' School.

SCHEME IV — BHUPATINAGAR

Objectives:—To help the students to get acquainted with the ways of life of communities in the locality, district, state, country and the world.

To enable them to understand their place and responsibility in the local community and human society.

The project is divided into two units, one to know the life of the local community and the other, to connect that life with the life of the whole country and the world. A third unit may be taken up for establishing understandings.

UNIT I

Subject:—The local community of Bhupatinagar, a village in the Contai subdivision of Midnapore district.

Time:—The first term in class IX with one double period of eighty minutes (40×2) every week.

Procedure:—The teacher will begin the series with a discussion on the basis of the general knowledge of the class and prepare a scheme for studies. The outline of the scheme will be as following:—

(1) Geographical data—

(a) Position—point out the situation of the village on maps of the district, West Bengal, India and the world.
(b) Climate—temperate. Show geographical causes.
(c) Rainfall—seasonal. Explain Monsoon.
(d) Physical features—river, canal, topography, soil, vegetation etc.

(2) Historical Background—

(a) Origin and naming of the place.
(b) Facts of historical interest if any.

(3) The Community:—

(a) The people—original inhabitants (Brahmins, Mahisya or agricultural caste, scheduled castes like fishermen, cobblers blacksmiths, potters, oilmen, untouchables like doms, hadis) and those who have come from outside (refugees from East Pakistan, Oriyas, Marwaris, Biharis etc.).
(b) Economic classification—rich, upper and lower middle classes, the poor and paupers.
(c) Food:—vegetarian and non-vegetarian. Staple diet:—fish and rice for Bengalis, chapaties for others. Pulses, vegetables, fruits, milk, eggs, meat.
(d) Clothing — Sari, dhuti, lungi, suit, frock etc.
(e) Housing—mostly cottages and mud huts, a few brick houses. Different types of building materials.
(f) Religion—mainly Hinduism and Islam.
(g) Culture—Yatra, Dramatics, Kavi, Panchali, Tarja etc.
(h) Education—primary, junior, high and higher secondary, vocational—technical and carpentry, crafts and arts, weaving etc.
(i) Transportation—Roads (mainly unmetalled, a few metalled) river and canal. Palanquins, rickshaws, buses, jeeps, boats.
(j) Entertainment — music — soirees, radio, cinema. Also under culture.
(k) Meeting places and public organisations —marketplace, fairs, post office, Co-operative Bank, hospital, Health Centre, Union Board and Panchayat.
(l) Occupations—mainly agriculture, also crafts (technical and artistic) trade, medicine, teaching and social, personal and official services.
(m) Products—agricultural—rice, jute, mustard, pulses, vegetables, fisheries. Also cottage industries—needlework, tailoring, weaving, carpentry, canework, clay modelling, artistic crafts, spinning (ambar charkha) etc.
(n) Local government—The village is administered by a Panchayat or Union Board. It employs chowkidars and other public servants. Small cases are judged by the Panchayat while the big ones go to the subdivisional and District courts.

It will take the class from six to seven weeks to collect information and prepare and present reports and visual materials on the above after which the second unit will be taken up.

(*Continued on page 102*)

Report of The Science Teachers' Seminar and Science Fair

Sobhana Dasgupta

During the last Annual Education Week held at the Institute of Education for Women in December, 1961, the Central Science Club and the Extension Services Department organised a one-day Science teachers' seminar and a Science Fair on the 11th December, 1961.

A number of teachers from different schools in and around Calcutta together with the present B.T. students of the Institute participated in the seminar with our Principal Mrs. Nalini Das presiding.

The objectives of the Central Science Club were discussed, also the difficulties that were being encountered in the functioning of the club. The main resolutions were that meetings of the club would be held henceforth on the first Sunday of every month at 12 noon at Hastings House and that early February 1963 would be the best time to hold the Central Science Fair.

Dr. K. Mitra of the J. C. Bose National Science Talent Search Scheme was invited to the occasion together with Sja. Chameli Bose and Dr. Devi Chakravarti. They went round the Science fair both to see the exhibits and also to judge which, if any, of the participating schools deserved an award.

Owing to the fact that early December is not a suitable time for schools to indulge in extra-curricular work and also to the fact that science clubs are few in Calcutta, we had only 4 schools taking part. These were St. John's Diocesan School, Holy Child, Sakhawat Memorial Girls' School and Lake School for Girls. The efforts of the teachers and students were highly commendable, and all present appreciated the exhibits. The award was given to Shakhawat Memorial Girls' School in the form of a cup donated by Mrs. Karlekar.

Dr. K. Mitra spoke on Science clubs and fairs and the teaching of science. Sja. Bose gave a very explicit talk on the Atomic Theory.

It is hoped that in the future with more understanding and cooperation from the schools Science Fairs and Science Seminars will become more successful.

" . . . . Leadership education appears to be most effective when it provides for situations in which more desirable behaviour can be learned through participation, practice and group evaluation."

A Report on The Training Course in History

Three streams of training courses in history, geography and social studies were held from the 25th October to the 5th November 1961 from 11 a.m. to 4 p.m. daily under the auspices of the Department of Extension Services of the Institute of Education for Women. The following is a brief report of the activities of the participants in the group of history.

25th October—
The three subject groups sat together in the first period under the guidance of the Co-ordinator to discuss the objectives of short training courses and some school problems raised by the participants.

The history group sat separately at 12 noon under the direction of Miss Aparajita Roy, Lecturer of the Institute to prepare a plan and programme of activities for the course.

A discussion on audiovisual equipment and materials was held in the last period a report of which has been printed separately.

25th October—
Mrs. Karlekar, Coordinator gave a talk on 'Modern Trends in Education' in the first period after which the three subject groups worked separately. Miss. A. Roy took the history group to the library to show them some reference and text books on history. The participants took down the names of the books and also borrowed some.

The afternoon was devoted to analysing materials and methods for the teaching of history in class VI. Topics suitable for inclusion in the syllabus, arrangement of subject matter and the nature of questions for evaluating attainment were some of the points taken up.

27th October—
In the first period the participants made notes from the books which they had borrowed from the library on the previous day and spent the second period analysing the syllabus and some text books for class VI under the guidance of Miss A. Roy.

The group visited the Victoria Memorial Hall in the afternoon. Many manuscripts, objects, relics and pictures of historical interest were seen by them there. Amongst these were copies of Dara-Shikoh's translation of the Upanishadas, Bostan, Gulistan, Shah Namah, Akbar-Namah, Ain-i-Akbari, other manuscripts and Tipu Sultan's letters, objects like Lady Curzon's gold decorated footstool, Begum of Bhopal's flag, a gun from the Buxar war, Shiraz-u-Daulas' gun, four ivory legs from a Hindu king's throne and many kinds of costumes and dresses, pictures of the Battle of Plassey, oil portraits of Prince Dwarkanath and Rabindranath Tagore, Bankim Chandra Chatterjee and Keshab Chandra Sen and Queen Victoria's life in oil paintings.

28th October—
In the first period of the morning session Principal Mrs. Das initiated and conducted a discussion on "Textbook Analysis" in which participants in all the three groups joined. The discussion was continued in the second period by the history group under the guidance of Miss Roy.

The group passed the afternoon session in looking through historical pictures from many countries and observing several kinds of audio-visual equipment.

29th October—
Analysis of text books for class VII was done in the first period of the morning session which was followed by a discussion on teaching methods in the second period. The main problem taken up was ways of making history interesting in order to motivate pupils in its study.

The group visited the Indian Museum in the afternoon specially to observe objects of historical interest from different parts of India and the world. The impact of the visit on the participants made them realise the need for and value of such visits for school pupils.

30th October—

The morning session was a study period in which the participants studied and prepared some new type questions on history for future use in teaching their classes. They also took down notes from reference books.

Parent teacher relationship was discussed in the afternoon under the guidance of Miss Roy. The importance of good relations, observation of "Mothers' Day" and frequent visits by parents were emphasised. The main problem is this connection seemed to be that mothers did not take sufficient interest in the day to day procedures in the education of their children.

31st October—

Analysis of text books for class VIII was done in the morning. This was followed by a discussion on 'Curriculum Making" under Miss Roy's guidance. The problem of selection of materials for each age and grade level of children formed the major part of this discussion.

The Gandhi Ghat in Barrackpore was visited in the afternoon. On the way to the ghat the group dropped in at the Victoria Memorial Hall and the Indian Museum to collect some pictures and take snapshots. The temple of Dakshineswar and Annapurna were visited on the way back. Every one was sorry to find the temple of Annapurna in a state of neglect and disrepair.

1st November—

Prof. Mahanto of the Bureau of Educational and Psychological Research of the David Hare Training College gave a talk and then conducted a discussion on "Evaluation" in the morning. All the three groups participated in this session.

The group visited the ancestral home of Tagore at Jorasanko in the afternoon. They saw the accommodation and sites for the different departments of the proposed Rabindrabharati University and also manuscripts pictures, models, objects, of personal use and other relics of the poet.

2nd November—

The history and geography groups visited Fort William.

They were surprised to find that the Fort was a complete town by itself with its own post office, treasury, waterworks, market, residential houses, streets and roads. It had a children's park and a kindergarten school. Barbers and washermen carried on their trade within the area and food was sold in the canteen, but there was no sweet shop because, according to the rules of the Fort, all food had to be sold within 4 P.M. Good vegetables and meat were, however, available in the market. A church, temple and a mosque catered to the religious needs of the residents. The church was of special interest because the great Bengali poet Miechael Madhusudan Datta had been converted to christianity there. Other places of historical interest seen by the group were Lord Wellesley's palace, the room where Subhas Bose had been kept imprisoned and the spot where Maharaja Nandakumar was executed. Old cannons and other relics of warfare in the early days of the British East India Company were also seen.

The Fort housed about 4000 troops within an area of the four square miles. The area was protected by a surrounding moat and earthwork. The channel of the moat, ordinarily left dry, could be flooded by drawing water from the river Hooghly. The mechanism for flooding the moat situated at the Water Gate gave the name to it, on the approach of an enemy the Fort used to be defended with the help of cannons from the walls beyond the moat.

Life in the Fort seemed to be rather restricted with rules and regulations and the need for passes for going out and coming in.

3rd November

The first period in the morning was passed in studying maps, charts, models etc. prepared by the past and present students of the Institute and discussing how the quality of teaching could be improved by the use of such materials.

A discussion on teaching metrods was conducted by Miss Roy in the second period. Various techniques for making the teaching of history clear and interesting were suggested, such as — dramatisation, group discussion, correlation with geography and literature, with comments on how and when they could be best applied. The source method was suggested as suitable for research type activities.

Another topic discussed was the method of organising field trips and excursions with instructions for the collection of information and materials.

Discussion on various ways of preparing time lines took some time of the teachers.

The broadcasting station of the A.I.R. Calcutta was visited in the afternoon. The group went through the different studios for drama, talks etc. used for broadcasts by sections like Mahila Mahal, Sishu Mahal, Bidyarthi Mandal, Majdur Mandal, Pallimangal etc. They observed the system of sound-proofing and visited the equipment and machine rooms and observed a rehearsal and a recording.

4th November

Mrs. Das concluded discussions on text book analysis with the three groups in the morning and the groups worked separately in the afternoon preparing reports on work done in the various classes, field trips and group discussions.

5th November

The concluding meeting and the closing social was held in the morning with variety entertainment and coffee party.

Some of the participants went on a visit to the Commercial Museum of the Calcutta Corporation in the afternoon.

Summary of Work on Text Book Analysis

Improvement of education involves the improvement of textbooks as well as of programmes and techniques of teaching and evaluation. The aims of teaching a subject cannot be achieved if text books do not help in doing so. The main objectives of teaching history were summarised as following :

(a) To acquire knowledge of the progress of man.
(b) To understand the relations between the past and the present.
(c) To know the trends and lines of our own development.
(d) To cultivate love for our country as well as for humanity as a whole.
(e) To develop powers of imaginative thinking, analysis and impartial judgment.

It was felt that the methods of teaching as well as the quality of text books must improve before the standard of teaching of history can be raised. Most of the text books on history currently being used were written without regard to the psyshological needs of the pupils and as such, were not helpful in achieving the objectives of teaching history.

The participants in the training course had devoted some time every day to examine a number of text books and give their opinion. Their conclusions are given below without mentioning names of books and authors.

Class VI : Most books examined suffered from the lack of proper sequence in the statement of historical developments, for example, Buddha and Mahavira were mentioned immediately after the story of the Persian Empire and the Roman Empire was described just after king Ashoka, In the opinion of the group Jesus Christ should have been placed after Buddha and Mahavira.

The hymn to Usas quoted in one of the books was printed in Nagri script and was too difficult for pupils of class VI to understand. Some of the books were burdened with hypothetical dates and descriptions while some carried unnecessarily large numbers of charts, maps and diagrams.

There was no uniformity in the spellings of proper names. Printing was generally poor and most of the quotations at the ends of chapters were unsuitable.

Class VII:—History was not related attractively. The accounts of the development of Indian civilisation and colonialism were cumbersome and full of difficult details. The descriptions of medieval Europe were dominated by dull informative material. Some topics were interspersed with irrelevant accounts. Time lines were mostly vague and printing not sufficiently clear.

Class VIII:—The chapters on the Renaissance were too difficult for the average age and attainment of the class.

Most of the books suffered from the lack of proper historical sequence and were confused in summarising world developments. The chapters on awakening in Asia and gaining of independence by subject peoples were generally inadequate.

Classes IX-XI:—The syllabus being too long, the treatment of subject matter followed in the books should have been 'topical' rather than historical.

Recommendations:—The following recommendations were made regarding the qualities of good text books.

Text books should be written in attractive language suitable for school pupils. The standard of expression should match the mental and linguistic development of the pupils.

There should not be any attempt at propagation of partisan ideas but impartiality of outlook should be cultivated.

The use of the topical method mentioned above should be so that one topic, once taken up, is followed to the end of its development. The following illustrative examples were cited:—

1. The story of the Buddha should be followed by accounts of the rise, spread and decline of Buddhism in consecutive chapters without interpolation of other historical incidents of the times.

2. The Moghul period in Indian history should be dealt with from Babar to Aurangzib in a single series instead of by separate accounts of religion, society, administration etc.

3. The account of the development of the British Empire should be told as a narrative from Lord Clive through the whole series of Governor Generals instead of through analytic studies of British politics.

This approach should not only make history more understandable and attractive, but also help to lesson the burden of the syllabus.

The suitability and accuracy of illustrative and factual materials, quotations, question, etc. included in text books should be carefully scrutinized by authoritative committees before being approved.

There should not be too many maps, charts, diagrams, time lines etc. in text books.

Printing should be clear and binding strong.

Reported by—Latika Dutta, Rajkumari Santanamoyee Girls School, Tamluk; Nilima Roychowdhury, Indian Girls' School, Kanchrapara; Kanika Pal, Paharipur Jr. Girls High School; Bithika Chakravarti, Raghunathpur Girls School; Pranati Sarkar, Paharipur Jr, Girls School.

Report on the Training Course on the Teaching of Geography

A short training course for teachers of history, geography and social studies was held in the Pujah Holidays from the 25th October to the 5th November, 1961, under the auspices of the Department of Extension Services of the Institute of Education for Women.

Classes were held daily for all the three groups from 11 a.m. to 4 p.m. The group for geography worked under the guidance of Sm. Indira Das, Lecturer, Institute of Education for Women.

The work of the group began with a discussion on problems in the teaching of the subject with which the teachers met in course of their teaching and the following list of topics was taken up for study:—

(a) Primary knowledge of map drawing.

(b) Teaching to draw contuor lines.

(c) Teaching to read the barometer.

(d) Teaching to read minimum and maximum temperature and draw graph of average temperature.

(e) Teaching understanding of the connection between time and longitude.

(f) Teaching the preparation of stencils of continents.

(g) Teaching the understanding of the relation of climate with physical geographical conditions.

(h) Teaching to make a sun-dial.

The participants set out to work on these topics through practical work under the guidance of Mrs. Das. They prepared graphs, models etc. organised field trips, analysed text books and handled audiovisual equipment. In short they tried to draw the maximum of benefit from this short training course and Mrs. Das was always available for direction and guidance.

Trips to the Indian Museum, the Government Meteorological office and Durgapur were arranged to give them concrete knowledge of the subjects observed. The visits were specially interesting to those who had not seen the places before. They also gained valuable training in the organisation of field trips by making all the arrangements (seeing officials, getting railway concession, buying materials for practical work etc.) themselves under the guidance of Mrs. Das.

They found two exhibits at the Indian Nurseum to be specially interesting. One was the map of the new oil-bearing areas of Saurashtra State and the other was a series of pictures of the great cyclone which blew over Patna in 1949 and raised a column of water from the Ganga from which fish had been collected.

At the Meteorological Office, the participants observed equipment like the seismograprh barograph and anemometer which they had not seen before.

At Durgapur, the participants visited the barrage and the steel mills.

Another type of work done in the training course was analyses of school text books on geography. In doing this the participants felt that they themselves must be fully acquainted with the syllabuses and geographical facts as well as the objectives and methods of teaching to be able to judge text books properly. The conclusions about the

requisites of text books arrived at in course of these discussions were as following:—

(a) The information given in the textbooks must be correct and upto-date.

(b) The expression should be attractive and easily understood and the subject matter should be clearly stated.

(c) Pictures should be clear and correct, real and not imaginary.

(d) The way in which the books are written should not be conducive to rote learning.

(e) The relationship between different geographycal conditions should be clearly established.

The participants felt that most of the books available in the market did not conform to these standards.

The need for the use of equipment like the epidiascope and film and filmstrip projectors was discussed and the participants were given opportunity to handle the instruments.

In conclusion, though the training course was short in duration, the participants felt that it was genuinely useful and would enable them to improve the quality of their teaching.

Reported by—Nani Sen, Krishnagore Govt. Girls' School; Reba Ghose, Mahestala Girls' School; Nilima Nag, R. S. Girls' School, Tamluk; Lekha Pradhan, Bhupatinagar Kanya Vidyalaya; Lily Shaha, Dhubulia Girls' School; Shanti Nandy, Salkia Girls' School.

SOME SCHEMES FOR LOCAL STUDIES

(*Continued from page 95*)

Unit II

Subject:—Establishing relations with the world through discussions on exports and imports of the locality and people coming from and going to different parts of the country and the world.

Information about transport systems, products and ways of life etc., in different communities will be collected in this connection.

Time:—Double periods as above in the first term of class IX immediately following unit I.

Procedure:—The project will begin with a discussion on the basis of the previous knowledge and information gathered from the previous unit and then the students will read books, maps, pictures etc. to collect information and prepare reports, models, charts, maps etc. regarding life in communities in different parts of India and the world and their connections with the life of the local community.

This work is expected to take from three to four weeks.

Unit III

If there is time for further work in the first term a third unit may be undertaken in which the information and materials may be organised in reports, maps, charts, models etc. and an exhibition with expositions on 'Our Place in India and the world' may be held for the benefit of the whole school, guardians can be invited to observe the work.

Nilima Maity,
Bhupatinagar Kanya Vidyalaya.

Book Review

CURRICULUM PLANNING by Edward A. King, State School of Education, University of Wisconsin.

This book gives a comprehensive though brief account of various aspects of curriculum, its planning and development.

Education is expected to enable people to solve their personal, social, political, economic and other problems and educational institutions use a variety of means to promote such abilities. The term curriculum is applied to the sum total of these activities.

Curriculum is often identified with the written syllabus, outlines of contents to be covered in various school subjects. This is an inadequate approach and curriculum planning should be concerned with experiences as well as materials, it should be based on some conception of educational goals and purposes taking into account school purposes, programmes and classroom instruction practices.

Statement of curricular objectives may include sociological and psychological realities, broad school problems and case studies of child problems and needs. Curriculum planning is concerned with the basic factors of childhood, the developmental tasks to be undertaken and characteristics of modern society. The specific educational points to be fitted into this philosophical-analytical framework are : character traits to be developed in pupils, functions of schools and activities of teachers, the content areas to be covered and behavioural objectives (understandings, attitudes and skills) to be achieved.

Controversies of general and special education of academic or practical or vocational education, of education as subject matter or experience have given rise to different types of school programmes. The author feels that diversified courses and experiences should be so designed as to help students to develop the common abilities to think effectively, to communicate thought, to make relevant judgments and discriminate amongst values. Hence, all education is general and common as well as individual and special. The common needs for mental and physical health, personality development, occupational training and training for recreation and enjoyments are also general but have to be achieved in different ways by different individuals.

The next question is the nature or manner of putting forth curricular material. According to the logical patterns of human knowledge or on the basis of the needs and problems of youth ? The author's conclusion is that whatever may be the pattern of curriculum drafting its application can be adapted to the nature of the school programme. For example, social studies can be broadened into social living or broken down to its separate subject components.

The total school curriculum includes all the activities of the school,—class-teaching, co-and extra-curricular activities subject to the overall objectives of the institution and the multifarious needs of the students for the development of democratic citizenship and vocational and occupational adjustments.

In this way, guidance, vocational, educational, spiritual, personality developmental etc.—becomes a part of the curriculum and every teacher a guidance teacher.

Some areas of class teaching are specially adaptible to this broad concept. For example, social studies with double period classes provides a good

administrative device, but the guidance role of the teacher can be developed through other subjects and single period classes also.

Other aspects of the total school curriculum are work experience, community services and community study activities which can be very well achieved through school-community cooperation.

Human relationship is a very important part of the curriculum because there is nothing more vital in learning experience than the way the pupil lives and gets along with administrators teachers and fellow pupils. Discipline, rules and regulations. Student government, etc., fall under this category. The author does not believe in a profuse use of "don't" as part of the school disciplinary machinery nor does he adhere to the ideal of the student-government, but recommends a positive approach with "student management areas" as the proper basis of democratic displine.

Instructional fields curriculums being parts of the all school curriculum, serve as instruments for the improvement of education along the lines of desired objectives and contribute to modern curriculum-development movements. There is however, no agreed answer to the question "what should go into a curriculum" and tyes of curriculum vary from bare lists of subject areas to detailed statements of objectives, methods and contents. Ways of arranging the materials also vary but the "scope and sequence plan" is the one most favoured by the author as capable of serving a variety of approaches equally well. The "scope" indicates the total subject field included and 'sequence' the order in which its components are taken up preparing curricular material.

The best way of according to the author, is to consider first the areas to be included and then decide upon the sequence, always keeping in mind available administrative facilities, intrinsic educational and social values and practical school arrangements.

A curriculum may be prepared for a single class or for several classes together. The breakdown of a general curriculum to grade-level curriculums should be worked out onthe basis of developmental levels and centres of interest of the grades concerned|

Instructions regarding teaching methods and audiovisual materials, if included in the curriculum should be considered as suggestive and not prescriptive. Curriculums of common learnings or general education areas may differ to some extent from special subject curriculums.

There is some discussion about 'units'. The term unit has been used by different people in any or all of the following senses :

(a) Suggestions for the teaching of specific topics.
(b) The experience of students in a classroom.
(c) Preparation of materials to be used in class.
(d) Records of group-learning experience.
(e) Chunks of subject-matter to be learned or 'memorised' by students.

Units may be of two kinds, resource and teaching units. The former is a general scheme of a number of suggestions for working on and area and the latter, a specific plan for teachers use in classrooms. A resource unit should contain a wide range of activities and materials from the most simple to the most complex so that teachers can select the ones most suitable to the individual and grade levels of the pupils. A very common pattern for resource units is to give in sequence a statement on the significance of the area, possible learning outcomes from the area content outline with suggested problems, activities, materials and evaluation procedures.

The working of a curriculum should begin with a 'kick-off' dsvice which may consist of a discussion listening to a lecture, stories, records, folk-

songs etc., participation in games, dances etc. or reading books. It should then be developed through various activities from amongst the following :

(a) Reseach type-reading, interviewing, listening to radio broadcasts, seeing motion pictures and other visual aids.

(b) Presentation type-reports, panel talks, discussions, making and/or showing graphs, charts and other visual materials.

(c) Creative expression type — doing handwork, drawing pictures, writing stories, plays, poems, singing and playing music.

(d) Drilling type — review, learning by memory, practising etc.

(e) Activities of appreciation, observing, listening and group cooperation type would run through all the above types of work and experimentation would be specially necessary for science subjects.

(f) Organising and evaluation type — discriminating, selecting, ordering. These processes will also be concurrent with hte whole developmental process.

The concluding stage should consist of all the above types of activities and be continuous with the developmental stages.

Curriculum comes alive in teaching, yet there is a great deal of controversy regarding what good teaching is. Method extremists see teaching primarily if not entirely as a problem of methods while content enthusiasts believe that it consisst of knowing the subject helped by the teachers personality.

All experience being unitary and not fragmented, what a child learns as a result of its activities in a group-learning situation comes from all the aspects of that situation and is certainly affected by the content of the subject matter as well as the total living environment in which it is studied. The content, the personality of the teacher, the physical environment, all being parts of the unified experience the controversy of contents and methods becomes artificial.

Teaching is a craft for the practice of which a good teacher, apart from knowing his subject should be able to relate the teaching of it to the goals of education and have certain skills and understandings enabling him to achieve those goals, maintain proper relationship with his students, motivate them and evaluate the learning of information as well as other behavioral outcomes. He should be able to identify students' needs and differences, create confidence in his leadership make assignments and lead in the performance of tasks and activities, plan with his students and guide them in planning. He should have effective "telling" powers and abilities of demonstrating and using a variety of materials.

On the part of the administration complex problems of human relationship have to be tackled in order to ensure good teaching. The faith and morale of the teachers have to be maintained and groups and committees organised for promoting participation.

Participation of teachers in curriculum-development activities in school, organisation or state level should be voluntary and according to their interests and abilities but the author feels the need for the participation of all teachers at some level or other.

Curriculums are generally prepared by State Education Departments, teacher training institutions and professional or specialisst associations working in group and committees. Participation of teachers in these groups are essential for the purposes of realistic development. Resource units and even teaching units may also be prepared by such committees for the help of all teachers.

Curriculums should be authoritatively established and the help of supervisors and other resource

(Continued on page 108)

PARTICIPANTS IN EDUCATION WEEK

SCIENCE TEACHERS' SEMINAR
(11-12-61)

Balika Vidyalaya O' Silpasram, Salkia
Gita Roy
Bhabanath Institution for Girls
Nilima Guha
Gita Biswas
Gandhi Colony Bharati Balika Vidyalaya
Krishna Sengupta
Holy Child Institute
Arati Bhattacharya
Ichapur Balika Vidyalaya
Bharati Sarkar
J.S.M.K.C. Girls' School
Sipra Chaudhury
Lake School for Girls
Anjali Bannerjee
Minati Bose
Lake View Girls' School
Ramala Mukherjee
Lalbagh Manindrachandra Girls' School
Krishna Guha
Parmeswari Balika Vidyalaya
Santi Bhattacharyya
Parbatpur M.P. School
Aparna Aich
Prabartak Nari Mandir, Chandernagore
Dipti Sen
Rashmoni Balika Vidyalaya
Rama Chakravarti
Rishra Girls' High School
Binapani Das
Sakhawat Memorial Girls' School
Renuka Bhattacharyya
Purabi Datta Gupta
Mamata Dasgupta
Sandhya Sur
Rama Gupta
Sri Sarada Asram Balika Viryalaya
Bibha Sengupta
Niti Basu
St. John's Diocesan School for Girls
S. Biswas

BENGALI TEACHERS' SEMINAR
(14-12-61)

Bhabanath Institute
Maya Chakravarti
Mukti Mukherjee
Nandita Mukherjee
Rekha Gangopadhyaya
Reba Ghose
Gokhale Memorial Girls' School
Sulekha Chakravarti
Municipal Girls' School, Burdwan
Nivedita Banerjee
Prabartak Nari Mandir, Chandernagore
Lila Ganguly
Salkia Balika Vidyalaya
Sujata Sarkar
Sibpur Bhawani Balika Vidyalaya
Seba Sen
Anjali Mukherjee
Bijaya Basu
Sodepur Girls' High School
Reba De

ENGLISH TEACHERS' SEMINAR
(15-12-61)

Belur Girls' School
Supriya Ghose
Utpala Acharya
Chetla Girls' School
Nilima Das
Ila Ghose
Kalyangarh Balika Vidyalaya
Santa Dam
Municipal Girls' School, Burdwan
Jharna Mukherjee

Sibpur Bhawani Balika Vidyalay
Suniti Samanta
Sulekha Paul
Jaya Sen
Sodepur Girls' School
Reba Dey
Victoria Institution
Vidya Arya
Maya Maitra
Jamuna Sengupta

SOCIAL STUDIES TEACHERS' SEMINAR
(16-12-61)

Belur Girls' School
Dipti Acharya
Bhabanath Institute, Kharda
Reba Ghose
Chhabi Sinha
Gokhale Memorial Girls' School
Sulekha Chakravarti
Lily Chakravarti
Kalyangarh Balika Vidyalaya
Santa Dam
Multipurpose Govt. High School
Parul Nandy
Peary Charan Girls' School
Arati Das
Prabartak Nari Siksa Mandir, Chandernagore
Lina Gupta
Sibpur Bhavani Balika Vidlaya
Maya Chowdhury
Gayatri Bhattacharya
Sati Dasgupta

HEADMISTRESSES' SEMINAR
(17-12-61)

Balia Nafar Chandra Balika Vidyalaya
Chhaya Bhattacharyya
Ballygunge Siksa Sadan
Pushpamayee Bose
Bamanmura Kusumkumari Girls' School
Chhaya Bhattacharyya
Basudevpur Girls' School
Gita Nandy
Bethune Collegiate Girls' School
Amiya Haldar
Chanchalkumari Girls' School
Gouri Gupta
Chetla Girls' School
Nibha Dasgupta
Holy Child Institute
Sister Immaculate
Jadavpur Girls' School
Ratna Mukherjee
Lake School for Girls
Susama Sengupta
Maheltala Girls' School, 24 Parganas.
Reba Ghose
Muralidhar Girls' School
Amiya Dey
Multipurpose Girls' School
Jyotiprava Dasgupta
Nanibala Bindubasini Jr. H. School, Midnapore
Mitra Sengupta
Narikeldanga Girls' School
Leena Nandy
Sakhawat Memorial Girls School
Santi Bannerjee
Sibpur Bhawani Balika Vidyalaya
Dipti Ghose
Subhas Chandra Balika Vidyalaya
Lily Saha
Sodepur Girls' School
Prativa Dasgupta

PARTICIPANTS IN HEADMISTRESSES' WORKSHOP
(13th to 23rd February, 1962)

Bally Banga Girls' School
Uma Nag
Barrackpore Girls' School
Namita Ghose
Batanagar M.P. Girls' School
Leela Roy
Gokhale Memorial Girls' School
Aruna Das

Holy Child Institution
Mrs. Sinha Roy
Lajpat Girls' School
Usha Rani Sengupta
Multipurpose Govt. Girls' School
Jyotiprabha Dasgupta
Municipal Girls' School, Burdwan
Bibha Devi
Peary Charan Girls' School
Lina Mitra
Rajkumari Santanamayee Girls' School
Sucharita Das
R. B. M. Girls' School, Jhargram
Hemprava Sen
Sakhawat Memorial Girls' School
Santi Bannerjee
Salkia Balika Vidyalaya O' Silpasram
Santi Nandy
Sibpur Bhawani Balika Vidyalaya
Dipti Ghose

BOOK REVIEW

(*Continued from page 105*)

persons may be obtained in the application. The power of the state to legislate regarding curriculum should not be abrogated but used very sparingly.

Lastly it should always be remembered that curriculum development, being the conscious selecting and directing of educational change through group activities must be a continuous process.

—Kalyani Karlekar

Review of Work

In spite of having caught up somewhat with escaping Time we are still late enough to report, in the issue for December 1961, on programmes undertaken upto February 1962 and have printed a summary of our activities in 1961-62. We however, hope to bring out the issue for March 1962 by the end of April 1962.

Our Education week Programme was held from the 11th to the 17th December, 1961 with seminars, conferences, extension lectures and a Science Fair. Out of all these we have been able to print only the reports of the Headmistresses' and Science Teachers' Seminar. The others will be published as soon as they are available.

It will be seen from the report of the Headmistresses' Seminar that this seminar, amongst other business, prepared materials for a workshop of headmistresses. This was held from the 13th to the 23rd February, 1962 with the help of Dr. Owens whose services were made available by the United States Education Foundation in India. Heads or their representatives from fourteen schools, mostly multipurpose, from different parts of West Bengal, participated in this and did very useful work including a statement on the maintenance of cumulative record cards. A full report of this workshop will be published in the next issue.

Some other materials left over from the reports of the Summer and Autumn vacation courses appear in this issue. Amongst these are plans for projects and units in the teaching of Social Studies indicating how the whole syllabus can be remodelled to make it meaningful and reduce much of its load. We hope that teachers in other schools will also find them useful. We should like to receive schemes from other areas for publication and to hear from the planners themselves their experiences in their execution.

It may be announced, in this connection, that some B.T. students of the Institute while doing practice-teaching, have successfully worked out projects in some schools with the help of the teachers and that reports of their activities will be printed when they are received.

As this is just the beginning of a new school year, we should like to request heads and teachers in all schools to make atleast a small attempt at relieving the boredom of dead routine by introducing one new practice in the day-to1day programme of the school. This request is made not only in the general interests of education but also in the personal interest of every teacher so that her spirit may be saved from slow death through unbroken drudgery.

Some suggestions of new things may be found in the pages of the previous issues of this journal in plans prepared by teachers. And then, we shall make all attempts to meet the requirements of all schools who want to take up something else.

As the beginning of the new school year is very near the end of our working year we have to think from now about services which can be offered to schools. As all our own are but reflections of the needs of the schools, we shall be very glad to have your suggestions about programmes. A broad outline of a plan-of-work for 1962-63 has therefore, been given alongside, please fill it up with details required and return to us for implementation.

PROPOSALS FOR PROGRAMMES FOR 1962

A. *Courses*

1. Vacation courses — Summer and Autumn of subjects needed by schools.
2. Short courses, workshops and seminars — based on felt needs in connection with the Education Week and other programmes.
3. Any other courses or lectures as occasions occur.

B. *Guidance Services*

These will be provided as following :

1. Hobby clubs.
2. General Teaching and Evaluation.
3. Guidance and maintenance of cumulative record cards.
4. Visits to outstation Schools, if permissible.
5. On felt needs.

Major objectives for the teaching of general science.

1. "To develop interesting, useful and enduring acquaintance with various aspects of science important in the modern world.
2. to develop understanding of important scientific principles which the pupils may apply in their everyday lives.
3. to provide abundant and guided training in the development of scientific attitudes and in the use of scientific method.
4. to provide and develop scientific interests and knowledge of wide variety that will serve recreational and leisure uses during the study and in later life".

(Modern Science Teaching — Hoffman)

DEPARTMENT OF EXTENSION SERVICES, INSTITUTE OF EDUCATION FOR WOMEN

SUMMARY OF ANNUAL REPORT

Programmes	*Details*	*Participants*
I. Summer Vacation Courses June, 1961	1. English	8
	2. A. V. Materials and Equipment	29
	3. Heads of Schools	17
II. Autumn Vacation Courses October-November 1961	1. History	5
	2. Geography	7
	3. Social Studies	7
III. Workshop for Headmistresses 13th—23rd Feb. 1962.		14
IV. B.W.E.L.	1. Rains Term Programme Six Sessions	Average attendance 100 daily
	2. Two Seminars	Average attendance 15 daily
	3 Annual Conference Three Seminars	Average attendance 50 daily
V. Education Week Programme of the Institute, December, 11-17, 1961	1. Five Seminars	1
	Social Studies	12
	English	13
	Bengali	13
	Science	23
	Head Mistresses	19
	2 Three extension lectures	Average attendance 30 daily
VI. Lectures— 3rd November, '61	1. At Bally on Science	30 (approx.)
6th Feb., '62	2. Mr. Hornby on Teaching of English in India	100 (approx.) Feb., '62
VII. Field Trips	1. One for Summer Vacation Courses	
	2. Nine for Autumn Vacation Courses	
	3. Six for Headmistresses workshop	

VIII. School visits—	15 Schools	
IX. Film Shows	7 shows	
X. Experimentation	No special report	
XI. Science Clubs	1. Central Science Club	21
	2. Science Fair	4 schools
	3. Science Teachers' Conference	4 schools
	4. Science Day	40 (approx.)
	5. School Clubs	Not known exactly
	6. Special Programmes by schools— February, March	,,
XII. Coperation with others	1. State Education Department	
	2. Board of Secondary Education	
	3. British Council	
	4. United Staetes Education Foundation in India	
	5. Bengal Women's Education League	
XIII. Publications	1. Teachers' Quarterly	Four issues
	2. Sravani	One issue

STATEMENT OF PARTICULARS

FORM IV, RULE 8

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Nationality	—	Indian,
Address	—	172/3, Rashbehary Avenue, Calcutta.
6. Names and Addresses of Individuals who own the newspaper	—	The Directorate of Extension Programmes for Secondary Education, Ministry of Education, Govt. of India, 3/17, Asaf Ali Road, New Delhi.

I, Kalyani Karlekar, hereby declare that the particulars given above are true to the best of my knowledge and belief.

K. KARLEKAR

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শ্রাবণী

পঞ্চম বর্ষ ১৩৬৮

নিবেদন

বিশ্বব্যাপী রবীন্দ্রশতবার্ষিকী অনুষ্ঠানের মধ্যে আমরাও প্রায় প্রত্যেকটি শিক্ষা প্রতিষ্ঠানে ছোট বড় নানা প্রকার অনুষ্ঠানের মধ্য দিয়ে, নৃত্যে ও সঙ্গীতে, নাটকে ও বক্তৃতায় আমাদের সাধ্যানুসারে শ্রদ্ধানিবেদন করেছি। কিন্তু আমার মনে হয় যে, আমাদের শিক্ষকদের পক্ষ থেকে আরো কিছু করণীয় আছে। রবীন্দ্রনাথের শিক্ষাচিন্তার সম্যক আলোচনা আজো হয়নি। যেটুকুও বা হয়েছে, তাও অধিকাংশ ক্ষেত্রে, পুঁথিগত এবং বাস্তব শিক্ষাজগতের গঠন সাধনের সঙ্গে যোগরহিত। আমাদের দৈনন্দিন সমস্যাসংকুল শিক্ষকজীবনেও রবীন্দ্রচিন্তাধারা থেকে আমরা কিছু পাথেয় লাভ করতে পারি কিনা তা বিচার করে দেখা উচিত। তারই একটা দিক আজ আংশিকভাবে আলোচনা করে দেখতে পারি।

বর্তমান শিক্ষাজগতে শৃঙ্খলাসমস্যা গুরুতররূপ ধারণ করেছে। অনেকে মনে করেন যে শিশুকাল থেকে যথেষ্ট শাসনের অভাবে ছেলেরা আজ উচ্ছৃঙ্খল হয়ে পড়েছে এবং গোড়া থেকে কড়া শাসনে মানুষ করলে তবেই তারা শৃঙ্খলা রক্ষা করে চলতে শিখবে। কিন্তু রবীন্দ্রনাথের মতে কঠোর শাসননীতি শাসয়িতারই অযোগ্যতার প্রমাণ।

"যাদের উচিত ছিল জেলের দারোগা, ড্রিল সার্জেন্ট বা ভূতের ওঝা হওয়া" তাদের কখনও ছাত্রদের মানুষ করবার ভার নেওয়া উচিত হয় না, কারণ ছেলেদের মানুষ হবার পক্ষে এমন বাধা আর কম আছে. তাঁরাই শিক্ষক হবার পক্ষে উপযুক্ত যাঁরা ধৈর্যবান, ছেলেদের প্রতি স্নেহ যাঁদের স্বাভাবিক। ছাত্রদের ভার তাঁরাই নেবার অধিকারী যাঁরা নিজের চেয়ে বয়সে অল্প, জ্ঞানে অপ্রবীণ ও ক্ষমতায় দুর্বলকেও সহজেই শ্রদ্ধা করতে পারেন। যাঁরা জানেন শক্তস্য ভূষণং ক্ষমা, যাঁরা ছাত্রকেও বিজ্ঞ বলে গ্রহণ করতে কুণ্ঠিত হন না।

"ছাত্ররা গড়িয়া উঠিতেছে; ভাবের আলোকে, রসের বর্ষণে তাহাদের প্রাণকোরকের গোপন মর্মস্থলে বিকাশবেদনা কাজ করিতেছে। প্রকাশ তাহাদের মধ্যে থামিয়া যায় নাই; তাহাদের মধ্যে পরিপূর্ণতার ব্যঞ্জনা। সেইজন্য সৎগুরু ইহাদিগকে শ্রদ্ধা করেন, প্রেমের সহিত কাছে আহ্বান করেন, ক্ষমার সহিত ইহাদের অপরাধ মার্জনা করেন এবং ধৈর্যের সহিত ইহাদের চিত্তবৃত্তিকে উর্ধের দিকে উদ্‌ঘাটন করিতে থাকেন। ইহাদের মধ্যে পূর্ণমনুষ্যত্বের মহিমা প্রভাতের অরুণরেখার মতো অসীম সম্ভাব্যতার গৌরবে উজ্জ্বল; সেই গৌরবের দীপ্তি যাহাদের চোখে পড়ে না, যাহারা নিজের বিদ্যা পদ বা জাতির অভিমানে ইহাদিগকে পদে পদে অবজ্ঞা করিতে উদ্যত, তাহারা গুরুপদের অযোগ্য। ছাত্রদিগকে যাহারা স্বভাবতঃই শ্রদ্ধা করিতে না পারে, ছাত্রদের নিকট হইতে ভক্তি তাহারা সহজে পাইতে পারিবে না।"

ছেলেদের মধ্যে ছেলেমানুষির চাঞ্চল্য স্বাভাবিক ও স্বাস্থ্যকর। এই চাঞ্চল্যকে কঠোর ভাবে দমন করলে তাদের নিঃস্বত্ব করা হয়; অপর দিকে তাকে নিয়মিত এবং পুষ্ট করলে তা চরিত্র এবং বুদ্ধির শক্তি ও উপাদানে পরিণত হয়।

এখানে প্রশ্ন হতে পারে—তবে কি ছেলেরা যা খুসি তাই করবে; আর সমস্তই মেনে নিতে হবে?

এর উত্তরে রবীন্দ্রনাথ বলেছেন যে ছেলেরা যা খুশি তাই কখনই করবে না। তারা ঠিক পথেই চলবে যদি তাদের সঙ্গে ঠিকমত ব্যবহার করা হয়।

নলিনী দাস

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"ডিসিপ্লিনের যন্ত্রটাকে যে পরিমাণ পাক দিলে ছেলেরা সংযত হয়, তাহার চেয়ে পাক বাড়াইবার চেষ্টা দেখা যাইতেছে — ইহাতে তাহাদিগকে নিঃস্বত্ব করা হইবে।.........এই চাঞ্চল্যকে একেবারে দলিত করাই কাপুরুষতা-সৃষ্টির প্রধান উপায়......ছেলেদের যাহারা যথার্থ হিতৈষী তাহারা এই চাঞ্চল্যের মধ্যে প্রকৃতির শুভ উদ্দেশ্য স্বীকার করে, তাহারা ইহাকে উপদ্রব বলিয়া গণ্য করেনা। এইজন্য বয়সোচিত চাপল্যের নানাবিধ উৎপাতকে বিজ্ঞলোকেরা সস্নেহে রক্ষা করেন।..................... নিজে চিন্তা করিবে, নিজে সন্ধান করিবে, নিজে কাজ করিবে, এমনতরো মানুষ তৈরী করিবার প্রণালী এক, আর পরের হুকুম মানিয়া চলিবে, পরের মতের প্রতিবাদ করিবে না ও পরের কাজের জোগানদার হইয়া থাকিবে মাত্র এমন মানুষ তৈরীর বিধান অন্যরূপ।"

(শিক্ষাসংস্কার — রবীন্দ্রনাথ)

জোড়াসাঁকোর ঠাকুরবাড়ি

অঞ্জলি বসু

গ্রীষ্মকালীন শিক্ষাশিবিরে কর্মরত বাংলার শিক্ষয়িত্রীদের উদ্যোগে ১৫ই জুন, ১৯৬১, জোড়াসাঁকোয় যাওয়া স্থির হ'ল। আমাদের এই শিক্ষকশিক্ষিকাদলের মধ্যে বেশ ক'জন এসেছিলেন বাইরে থেকে, যাঁদের আগে কোলকাতায় আসার সুযোগ হ'লেও ঠাকুরবাড়ি দেখার সৌভাগ্য হয়নি।

আমাদের গাড়ি চিৎপুর রোডের মধ্য দিয়ে একটি গলির মধ্যে ঢুকলো, বুঝলাম গন্তব্যস্থলে এসেছি। কিছুদিন আগে একবার জোড়াসাঁকোর ঠাকুরবাড়িতে এসেছিলাম, তখন গলিটি ছিল অত্যন্ত অপ্রশস্ত আর বাড়িটি খুবই জীর্ণ,—এখন গলিটা অনেকটা প্রশস্ত হয়েছে, বাইরে থেকে বাড়িটার সংস্কার হয়েছে। একদিন এই বিশাল, জীর্ণ বাড়িটার ঘরে ঘরে বহু বাসিন্দার উপস্থিতি অনুভব করে' মনের মধ্যে কৌতুহল নিয়ে বাইরে থেকে চলে গেছি—আজ সে দ্বার শতাব্দির শ্রদ্ধাগ্রহণের জন্য উন্মুক্ত।

মহর্ষিভবন আর বিচিত্রা, তার সামনেই দু'পাশে দু'টি বড় বাড়ি উঠেছে। একদিন যেখানে প্রিন্স দ্বারকা-নাথের প্রাসাদ, যাকে রাজবাড়িও বলা চলে, আজ সেখানে উঠেছে আধুনিককালের ম্যানসন। মাঝখানে খানিকটা চত্বর। আমাদের গাড়ি এসে থামলো সেখানে। প্রথমে আমরা ঢুকলাম মহর্ষিভবনের সদর দরজা পেরিয়ে ব্রহ্মোপাসনার মন্দিরের প্রাঙ্গনে। সদ্য সংস্কার ও রং করা হয়েছে। দেখলে বোঝা যায় এককালে বেশ পারিবারিক পরিবেশ ছিল। দোতলায় একটি স্থান তারের জালে ঘেরা। একদিন এই স্থান অন্তঃপুরের অন্তঃ-পুরিকাদের উপাসনায় যোগদান করার জন্য নির্দিষ্ট ছিল, আজ অবাঙ্গালী বাসিন্দার ঘরসংসার পাতা রয়েছে, কোনো অদৃশ্য ব্যক্তির উদ্দেশ্যে উচ্চকণ্ঠের শাসনতর্জন তার অস্তিত্ব জানিয়ে দিল। অর্থনৈতিক সমস্যার যুগে অর্থ ও বাসস্থান সমস্যার সমাধানের অপূর্ব ব্যবস্থা। জানা গেল মহর্ষিভবনের সামনের অংশটুকু বাদে আর সবটুকুই কোনো ধনী ব্যবসায়ীর সম্পত্তি। তার প্রকোষ্ঠে প্রকোষ্ঠে প্রাদেশিকতার সংকীর্ণ গণ্ডি ছাড়িয়ে বহু বাসিন্দার একই আশ্রয়স্থল মিলেছে, তার ফলে সৃষ্টি হয়েছে ভারততীর্থের ছোটখাট সংস্করণ।

জোড়াসাঁকো ঠাকুরবাড়ির মানসীমূর্তির পরিচয় আর এখানে মিলবে না, পাওয়া যাবে শুধু "ছেলেবেলা" ও "জীবনস্মৃতির" পাতায়। একদিন বালক কবি যে বারাণ্ডায় ঘুরে ঠাকুরবাড়ির সাংস্কৃতিক আবহাওয়ায় সিঞ্চিত হয়েছিলেন, যে বাগান আর পুকুরধারের বৃদ্ধবট নিয়ে কবিতার মিল খুঁজেছিলেন তার কোনো চিহ্ন আজ নেই। পুকুর বুজিয়ে ভাড়াটে বাড়ি উঠেছে, ফুলের বাগান ঘনঘাসের বনসজ্জা আর পরে না—সে একেবারেই বনবাসী।

কবির ভাবনা ছিল, একদিন তাঁর অভাবে যখন—

"জমবে ধূলা তানপুরাটার তারগুলায়,
কাঁটালতা উঠবে ঘরের দ্বারগুলায়—"

সেদিন তাঁর স্মৃতি মানবমনে থাকবে কিনা। দেখলাম তাঁর ঘরগুলোয় ধুলো জমবার কিংবা কাঁটালতা উঠবার কোনো অবকাশ নেই, সবগুলি ঘর ঝক্‌ঝকে, তকতকে, আলপনায়, ছবিতে, কবির ব্যবহৃত আসবাবপত্রে শান্তি-নিকেতনের বিশেষ ভঙ্গিতে সজ্জিত। তবু মন যেন ভরে উঠলো না, তবু যেন খেদ রয়ে গেল।

কিন্তু ভেবে দেখলে খেদের কারণ নেই। কালের কঠোর হস্তের স্পর্শে কত সভ্যতা আর কৃষ্টি, শিল্প আর সৃষ্টি নিশ্চিহ্ন হয়ে যাচ্ছে। কবির প্রশ্ন ছিলো শতবর্ষ পরে কেউ কৌতুহলভরে তাঁর কবিতা পড়বে কিনা। আজ শতাব্দির পূর্ণতায় কবির ভাস্বর মূর্তি উজ্জ্বলতর হয়ে উঠেছে মানবসমাজের চিত্তপটে ; বিস্মৃতির মর্মে বাসা বাঁধবার অবকাশ পায়নি, বরং তাঁকে আরো নতুন করে, গভীর করে' জানবার আগ্রহে সমস্ত জগতে আজ রবি-প্রদক্ষিণ চলেছে।

জোড়াসাঁকো ঠাকুরবাড়ির প্রাঙ্গনে বিশ্ববিদ্যালয়ের পরিকল্পনা নিয়ে রবীন্দ্রভারতী স্থাপিত হয়েছে। সংগীত-ভবনে, নৃত্যশালায়, নির্দিষ্টদিনে সংগীতে আর ভংগীতে রবীন্দ্রভাবধারায় স্নাত হয়ে রবীন্দ্রবন্দনার আয়োজন হবে।

সবশেষে মহর্ষিভবনের সেই নিভৃত কক্ষে প্রবেশ করলাম যেখানে জাতির গুরুদেব শেষনিঃশ্বাস ত্যাগ করেছিলেন। ঘরটিতে আলপনা, ফুল আর মঙ্গলঘট সাজান, যেন পুজার আয়োজন করা হয়েছে। সবাই নীরব, নিশ্চল। যে আলোকে প্রাণের প্রদীপ জ্বালিয়ে একদিন ধরায় এসেছিলেন সেই কল্যাণালোকের স্পর্শ যেন মূহূর্তে এসে লাগলো সবার চক্ষে মুখে, বক্ষে। সেই অদৃশ্য প্রাণপুরুষের প্রতি শ্রদ্ধানত হৃদয়ের শেষ প্রণতি জানিয়ে সাংগ করলাম আমাদের যাত্রার পালা।

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"আমাদের দেশে আত্মকর্তৃত্বের বোধকে অসুবিধাজনক, আপদজনক ও ঔদ্ধত্য মনে করে' সর্বদা দমন করা হয়। এতে করে' পরনির্ভরতার লজ্জা তাদের চলে যায়, পরের প্রতি দাবির আবদার তাদের বেড়ে যায়, ভিক্ষুকতার ক্ষেত্রেও তাদের অভিমান প্রবল হ'তে থাকে, আর পরের ত্রুটি নিয়ে কলহ করেই তারা আত্মপ্রসাদ লাভ করে। এই লজ্জার দীনতা চারদিকে সর্বদাই দেখা যাচ্ছে — এর থেকে মুক্তি পাওয়া চাই।"

(আশ্রমের রূপ ও বিকাশ — রবীন্দ্রনাথ)

"শিক্ষকের নিজের চরিত্র সম্বন্ধে যথার্থ বিপদের কথা এই যে, যাদের সঙ্গে তাঁদের ব্যবহার ক্ষমতায় তারা তাঁদের সমকক্ষ নয়। তাদের প্রতি সামান্য কারণে অসহিষ্ণু হওয়া এবং বিদ্রূপ করা, শাস্তি দেওয়া অনায়াসেই সম্ভব। যাকে বিচার করা যায় তার যদি কোনোই শক্তি না থাকে তবে অবিচার করা সহজ হয়ে ওঠে। ক্ষমতা ব্যবহার করবার স্বাভাবিক যোগ্যতা যাদের নেই অক্ষমের প্রতি অবিচার করতে কেবল যে তাদের বাধা থাকেনা তা নয়, তাদের আনন্দ থাকে।

……ছেলেদের কঠিন দণ্ড ও চরম দণ্ড দেবার দৃষ্টান্ত দেখলে আমি শিক্ষকদেরই দায়ী করে' থাকি। পঠেশালার মূর্খতার ফলে ছাত্রদের পরে যে নির্যাতন ঘটে তার বারো আনা অংশ গুরুমশায়ের নিজেরই প্রাপ্য…… ……শিক্ষার কাজটাকে বলের দ্বারা সহজ করবার জন্যই যে শিক্ষক আছেন তা নয়……রাষ্ট্রতন্ত্রে কি, আর শিক্ষাতন্ত্রে কি, বলের শাসননীতি শাসয়িতার অযোগ্যতার প্রমাণ।"

(আশ্রমের রূপ ও বিকাশ — রবীন্দ্রনাথ)

বাংলা পড়ানোর সমস্যা ও সমাধান

১৯৬১ সালের ৬ই জুন বারোটি শিক্ষয়িত্রীকে নিয়ে বাংলার শিক্ষণশিক্ষাশিবির আরম্ভ হয়। প্রথম দিনে শিক্ষিকাদের পূর্বপ্রেরিত সমস্যাগুলির ভিত্তিতে আলোচনার ছয়টি অঞ্চল নির্বাচিত করে' বিশ্লেষণ করা হয়। এই বিশ্লেষণজাত ছোট ছোট বিষয়াংশ নিয়ে ১৭ই জুন পর্যন্ত শ্রেণিগত, দলগত ও ব্যক্তিগতভাবে আলোচনার ফলে নিম্নলিখিত প্রস্তাব ও পরিকল্পনাগুলি প্রস্তুত করা হয়।

শ্রীযুক্তা কল্যাণী কার্লেকর শিবিরের কাজের তত্ত্বাবধান করেন এবং শেষের দিনে অধ্যাপক দিবাকর মহান্ত বিশেষ আলোচনার দ্বারা নানা সন্দেহের নিরসন করে' সুষ্ঠু কাজের উপায় সম্বন্ধে কিছু নির্দেশ দেন।

প্রথম দিনে সাধারণ আলোচনার ভিত্তিতে নিম্নলিখিত কার্য ও সমস্যাক্রমের খসড়া প্রস্তুত হয় :—

বিষয়	বিশ্লেষণ	সমস্যা—
[ক] **ভাষা** :	১। বিশুদ্ধি গঠন, ভংগী, বানান, লিপি, শব্দার্থ।	বানান ভুল, যুক্তাক্ষরপ্রয়োগে অক্ষমতা, বাক্যগঠনে কর্তা ও ক্রিয়ার সামঞ্জস্যের অভাব, মিশ্র ও যৌগিক বাক্যের গঠনে ভুল, সাধু ও চলিতভাষার মিশ্রণ, সর্বনামের অনুপযোগিতা।
	২। প্রকাশ— বিষয়নিষ্ঠা, প্রাঞ্জলতা, সাবলীলতা, মৌলিকতা, রূপ ও কল্পনা।	বিরতিচিহ্নের প্রয়োগে ভুল, ভাবপ্রকাশের দুর্বলতার ফলে অপ্রাসংগিক ও সামঞ্জস্যহীন লেখা, ভাষার প্রবাহে বাধকতা, চিন্তার দৈন্য।
	৩। পরিচয়— শব্দসম্পদ, ব্যাকরণ, অলংকার ছন্দ।	শব্দজ্ঞানের অভাবজনিত শব্দের অপপ্রয়োগ। ব্যাকরণ-জ্ঞানের অভাব এবং পাঠে নিরুৎসাহ শব্দার্থ ও বাক্য গঠনের এবং বিষয়ের জ্ঞানের অভাব।
[খ] **সাহিত্য** :	১। বোধ — অর্থ, ভাব। ২। উপলব্ধি — ভাবরূপ। ৩। পরিচয়—আলোচনা, প্রীতি।	রসবোধের অভাব, লিখনশৈলীর সৌন্দর্যগ্রহণে অপারগতা।
[গ] **আহরণ** :	শিক্ষার বাহনের উপযোগিতা।	বিভিন্ন বিষয়োপযোগী শব্দ ও রীতির প্রয়োগে অক্ষমতা। পরিভাষার জ্ঞানের অভাব। কার্যিক ভাষায় বিষয়নিষ্ঠ রচনায় অপারগতা।
[ঘ] **মানসিক পরিণতি**:—	১। চিন্তা, ভাব ও আবেগের পূর্ণতা।	স্পষ্ট ধারণার অভাব। বিষয়ানুগামিতায় অক্ষমতা।
	২। ব্যাবহারিক প্রস্তুতি।	মৌলিক চিন্তায় অপারগতা।
[ঙ] **লিপি** :—	১। হস্তাক্ষরের গঠন। ২। লেখায় পরিচ্ছন্নতা।	অগঠিত অক্ষর, অসমান লেখা, বাঁকা পংক্তি, কালিফেলা, কাটাকাটি করা ইঃ। (এই শেষ অংশ আলোচনা হয়নি)

সমস্যা গ্রহণের পর শিক্ষাপদ্ধতির সম্বন্ধে সাধারণ আলোচনার পর বানান, গঠন, ব্যাকরণ, স্বাধীন রচনা সাহিত্যপ্রীতির উন্মেষ ও সাহিত্যের ইতিহাস পড়ানো এই ছয়টি বিষয় আলোচনার জন্য শিক্ষিকারা ইচ্ছানুযায়ী বিভিন্ন দলে বিভক্ত হয়ে নিম্নলিখিতভাবে বিশ্লেষণ ও পরিকল্পনা করেন।

(ক) বানান

১। **বাংলা বানানের প্রকার ও উপাদান :—**

বর্ণ :—সরল ও যুক্তবর্ণের আকারভেদ, উচ্চারণের সাম্য ও অসাম্য, সংস্কৃত উচ্চারণের সহিত পার্থক্য, বাংলা উচ্চারণের নিজস্ব প্রকৃতি।

শব্দ :—তৎসম, তদ্ভব, অর্ধতৎসম, দেশী, বিদেশী।

বানান বিধি :—প্রচলিত ও বিশ্ববিদ্যালয়গৃহীত সংস্কৃত বানান বিধি।

২। **বানান ভুলের কারণ :—**

উচ্চারণজনিত :—বাংলা বানানে ধ্বনিতত্ত্বসম্বন্ধীয় (phonetic) নিয়মের অভাব। সংস্কৃত বর্ণমালাজনিত ভ্রান্তি—ণ-ন, শ-ষ-স, য-জ, উ-ঊ, ই-ঈ, ব-ম-য-ফলা, দ্বিত্ব ইত্যাদি। (শ্মশান-স্বদেশ, কুল-কূল, নীর-নীড়, বিদ্যা-ঠাট্টা)।

অন্যান্য কারণজাত :—আঞ্চলিকতা দোষ : বাড়ি-বারি।
সন্ধিসমাসপ্রত্যয়ঘটিত ভুল : রবিন্দ্রনাথ, হস্তীদন্ত, প্রতিযোগীতা।
লিপিগত অশুদ্ধি : শত্রু-শক্র, অজ্ঞ-অঙ্ঘ।
বর্ণবিপর্যয় : বাক্স-বাস্ক, রিক্সা-রিস্কা।

৩। **ব্যাকরণ ও বানান :**—ব্যাকরণের অনুশীলন (সন্ধি, সমাস, ষত্ব-ণত্ববিধি ইঃ) বানানবিশুদ্ধির সহায়, কিন্তু ভিত্তি নয়।

৪। **মানসিক স্বাস্থ্য ও বানান :**—চিত্তস্থৈর্যের অভাব, পাঠে আনন্দ ও উৎসাহের অভাব, ভীতি, বয়স ও শ্রেণির অনুপযোগী পাঠ্যবস্তু—এইসব কারণের দ্বারা বানান ভুল বৃদ্ধি পায়।

৫। **বানান বিশুদ্ধির উপায় :**—অভ্যাস, ব্যাকরণজ্ঞানের ভিত্তি, অভিধানের ব্যবহার।

৬। **চিত্তাকর্ষক অভ্যাস :**—রম্যরচনা, চার্ট, ছবি, বিভিন্ন প্রসঙ্গে পুনরুল্লেখ, খেলা, প্রতিযোগিতা, শান্তি ও প্রীতিমূলক শ্রেণির পরিবেশ প্রভৃতি দ্বারা বানানের অভ্যাস থেকে বিরক্তি দূর করা যায়। এরপর বানান শিক্ষা সম্বন্ধে একটি সূত্র অবলম্বনে পাঠের পরিকল্পনা করা হয়।

৭। **ষষ্ঠশ্রেণীর বানান শিক্ষার একটি পরিকল্পনা**

বিষয় :—সমোচ্চারিত শব্দ : লক্ষ্য-লক্ষ, কুল-কূল, নীর-নীড়, দিন-দীন, চির-চীর, শুচি-সূচী ইত্যাদি।

উদ্দেশ্য :—বর্ণাশুদ্ধির হ্রাস ও শব্দার্থবোধের বৃদ্ধি — সাধারণ। সমোচ্চারিত শব্দগুলির বানান ও অর্থের পার্থক্যের প্রতি দৃষ্টি আকর্ষণ — বিশেষ।

পদ্ধতি :—ছবির ব্যবহার ও আরোহী পদ্ধতির প্রয়োগে বিষয়বস্তু চিত্তাকর্ষক করা হবে। ছবির উদাহরণ 'অর্জুনের লক্ষ্যভেদ সভায় সভায় লক্ষ লক্ষ লোকের সমাবেশ'।
ব্যাকরণের পাঠের সাহায্য নেওয়া হবে—সমোচ্চারিত শব্দ ব্যাকরণের আলোচ্যবস্তুর অন্তর্গত।
অভিধানের ব্যবহার।

বানানের প্রতিযোগিতামূলক খেলা।
বিভিন্ন পাঠোপলক্ষ্যে সমোচ্চারিত শব্দের উল্লেখ ও সংক্ষিপ্ত পুনরালোচনা দ্বারা অনুবন্ধসাধন।
বিষয়মুখী পরীক্ষার দ্বারা অর্জিত নৈপুণ্যের পরিমাপ।

জয়ন্তী দাস—নিবেদিতা বালিকা বিদ্যালয়, ধুবুলিয়া।
অরুণা চৌধুরী—মেদিনীপুর মিশন বালিকা বিদ্যালয়।
অঞ্জলি গুহ—শালকিয়া বালিকা বিদ্যালয়।
বিভা চন্দ—ভবনাথ ইনষ্টিটিউশন, রহড়া।

(খ) গঠন

১। **গঠনের দুর্বলতার কারণ** :—গঠনের ধারা ও নিয়মের সংগে অসম্পূর্ণ পরিচয়, ভাষা ও চিন্তার অসাম্য, চিন্তার দৌর্বল্য, মানসিক অস্বাস্থ্য।

২। **সুগঠিত বাক্যপ্রয়োগের লভ্য ফল** :— বিশুদ্ধি, স্বাভাবিকতা, সৌন্দর্য।

৩। **বাক্যগঠনের উপাদান** :— উদ্দেশ্য-বিধেয়-সম্বন্ধ, পদপ্রকরণ, বিভক্তি, কারক, সম্প্রসারণ, সংকোচন, বিশ্লেষণ, বাগ্ধারা, প্রবচন, অলংকার।

৪। **বাক্যগঠন শিক্ষার উপায়** :— অভ্যাস, অভিজ্ঞতা, ব্যাকরণজ্ঞান, সচেতনতা।

৫। **গঠনের দু'টি পাঠের নমুনা** :—

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বিষয় : বাক্যসম্প্রসারণ, পঞ্চম-ষষ্ঠ শ্রেণী। (ব্যাকরণের পাঠ্যক্রমের অন্তর্গত।)

উদ্দেশ্য : বাক্যগঠনের অভ্যাস, বাক্যগঠনসম্বন্ধীয় জ্ঞান ও অভিজ্ঞতার বৃদ্ধি। প্রকাশভংগীর বৈচিত্র্যসাধনের দ্বারা সৌন্দর্যসৃষ্টি, চিন্তার উপযোগী বাক্য-সংযোজন।

পূর্বজ্ঞান : বাক্যের গঠন (উদ্দেশ্য-বিধেয়) ও পদপ্রকরণ।

পদ্ধতি : বোর্ডে ক্ষুদ্রতম সম্ভব বাক্য লিখে ছাত্রীদের দ্বারা একেকটি শব্দসংযোগে সম্প্রসারণ।
রঙ্গিন খড়ি ও ছবির ব্যবহার, শব্দলিখিত কার্ডের ব্যবহারে ফ্ল্যানেলবোর্ডে অথবা সাধারণ খড়ি ও ব্ল্যাকবোর্ডের সাহায্যে বাক্যগঠনের প্রতিযোগিতামূলক খেলা। আরোহী পদ্ধতির প্রয়োগ।

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বিষয় : কারক। ষষ্ঠসপ্তম শ্রেণি। (ব্যাকরণের পাঠ্যক্রমের অন্তর্গত।)
উদ্দেশ্য : কারকের গঠন, প্রকৃতি ও ব্যবহারের জ্ঞান। বিশুদ্ধভাবে বাক্যগঠনের অভ্যাস।
পূর্বজ্ঞান : পদপ্রকরণ ও বিভক্তি।
পদ্ধতি : আরোহী পদ্ধতি অবলম্বনে ছবির সাহায্যে ভূমিকা উপস্থাপন।
"রাজা সিংহাসনে বসিয়া ভাণ্ডার হইতে নিজহস্তদ্বারা দরিদ্রকে ধনদান বিতরণ করিতেছেন।"—
সংকোচন ও সম্প্রসারণের দ্বারা কারকের ব্যবহারের অভ্যাস। বাক্যগঠনের খেলা।

অঞ্জলি বসু—নিবেদিতা বালিকা বিদ্যালয়, ধুবুলিয়া।
কল্যাণী সেনগুপ্ত—সুভাস বালিকা বিদ্যালয়, ধুবুলিয়া।
দীপালী দত্ত—সর্বার্থসাধক রাজকুমারী মেমোরিয়াল বালিকা বিদ্যালয়।
রেখা গঙ্গোপাধ্যায়—ভবনাথ ইন্ষ্টিটিশন, রহড়া।

(গ) ব্যাকরণ

১। **ভাষার রূপভেদ ঃ** মৌখিক ও লিখিত। অন্তর্গত ব্যাকরণিক রীতিসমূহ, শব্দ ও ধাতুরূপ।

২। **ব্যাকরণের কাজ ঃ** ভাষাপরিচয় ; শব্দ ও গঠনের বোধ ; সন্ধি, সমাস, ব্যুৎপত্তি, প্রত্যয় প্রভৃতির জ্ঞানের দ্বারা শব্দসম্ভারবৃদ্ধি ও প্রকাশসৌকর্যসাধন।
বানান ও গঠনের ভুল এড়িয়ে বিশুদ্ধ প্রয়োগের সহায়তা। অলংকরণ, সংকোচন, প্রসারণ প্রভৃতির দ্বারা সৌন্দর্যসাধন।

৩। **শ্রেণীভেদে পাঠ্যবিচার ঃ**
৫ম—৬ষ্ঠ ঃ—বাক্য, পদপ্রকরণ, বিভক্তি, কারক, সন্ধি, লিঙ্গ, বচন ণত্ব-ষত্ববিধি।
৭ম—৮ম ঃ—পদপ্রকরণ, সন্ধি, সমাস, বিভক্তি, কারক, প্রত্যয়, ধাতুর অর্থ ও ব্যবহার, বাচ্য, বাগ্‌ধারা।
৯ম—১০ম ঃ—জটিলতর সন্ধি, সমাস, পরিভাষা, সরল-জটিল-যৌগিক বাক্য, বাচ্য, শব্দ ও ধাতুরূপ, প্রত্যয়, অলংকার।
একাদশ ঃ—সামগ্রিক পুনঃপঠন।

৪। **ব্যাকরণপাঠে অনিচ্ছার কারণ ঃ**— সাহিত্যরসবর্জিত বিষয়বস্তু। গতানুগতিক (অবরোহী) পাঠনপদ্ধতি। কৌতূহল ও আগ্রহোদ্দীপক পরিবেশের অভাব। (গল্প, ছবি, চার্ট, খেলা প্রভৃতির ব্যবহার হয় না)। মানসিকপরিণতি অনুসারে পাঠ্যবস্তু ও পদ্ধতি নির্ণয় করা হয় না।

৫। **আগ্রহসৃষ্টির উপায় ঃ**—উপযোগী আবহাওয়ার সৃষ্টি ও গতানুগতিক পদ্ধতির বর্জন। প্রশ্নোত্তরমাধ্যম আরোহী পদ্ধতি ও নানা প্রদীপনের প্রয়োগ। পুনরনুশীলনের সময়ে পদ্ধতির পরিবর্তন। পাঠ্যপুস্তকের বাইরে থেকে উপাদানসংগ্রহ।

৬। **ব্যাবহারিক ব্যাকরণ ঃ**— বিশুদ্ধ ভাষা ব্যবহারই ব্যাকরণ পাঠের পটভূমি ও লব্ধজ্ঞানের প্রয়োগক্ষেত্র।

৭। **সপ্তম শ্রেণীর ব্যাকরণের একটি পাঠ ঃ**—
বিষয় ঃ সমাস। দ্বন্দ্ব সমাসের অবলম্বনে প্রাথমিক জ্ঞানদান।
উদ্দেশ্য ঃ দ্বন্দ্ব সমাস ও সমাসের জ্ঞানলাভ।
শব্দগঠনক্ষমতা ও শব্দসম্ভারবৃদ্ধি সমস্ত পদের ব্যবহার দ্বারা ভাষার সৌন্দর্যবৃদ্ধি।
বৈজ্ঞানিক প্রথায় ভাষার বিশ্লেষণ।
পূর্বজ্ঞান ঃ পদপ্রকরণ, কারক, বিভক্তি, সন্ধি। সমস্তপদের ব্যাবহারিক জ্ঞান।
পদ্ধতি ঃ দ্বন্দ্বসমাসমূলক ছবির ব্যবহার, যথা—রামসীতা, রামলক্ষ্মণ, কৃষ্ণার্জুন, কৃষ্ণবলরাম, সাদাকালো, আলোছায়া, ভাইবোন প্রভৃতি।
প্রশ্ন ও নিপুণ বোর্ডের কাজের সহায়তায় আরোহী প্রথায় নিম্নলিখিত ধাপে ধাপে দ্বন্দ্ব সমাসের বিশেষ ও সমাসের সাধারণ রূপ, শ্রেণিভেদ ও সূত্রের উদ্ঘাটন ঃ—ছবি — সমস্তপদ — ব্যাসবাক্য) — ব্যাসবাক্য ও সমস্যমান পদগুলির বিশেষত্ব — শ্রেণিবিভাগ — সংজ্ঞা।
ছাত্রীদের অনুরূপ পদগঠনে ও বিশ্লেষণে প্রতিযোগিতামূলক উৎসাহদান।
পুনরালোচনায় পাঠ্যপুস্তকে লব্ধ উদাহরণের উল্লেখ ও পরে প্রাপ্ত উদাহরণের তত্তৎ সময়ে আলোচনা।

অরুণা চৌধুরী—মেদিনীপুর সর্বার্থসাধক মিশন বিদ্যালয়।
অঞ্জলি গুহ--শালকিয়া বালিকা বিদ্যালয়।
বিভা চন্দ—ভবনাথ ইনস্টিটিউশন, রহড়া।
জয়ন্তী চন্দ্র—নিবেদিতা বালিকা বিদ্যালয়, ধুবুলিয়া।

(ঘ) স্বাধীন রচনা

১। **বিষয়** ঃ—পাঠ্যান্তর্গত—ভাবসম্প্রসারণ, সংক্ষিপ্তসার, চিঠি, কথাবার্তা, আত্মকথা, প্রবন্ধ।
পাঠ্যবহির্ভূত ঃ—ডায়েরি, পত্রিকায় লেখা, রম্যরচনা, গল্প, কবিতা।

২। **উদ্দেশ্য** ঃ—ভাষাব্যবহারের অভ্যাস, মাতৃভাষার মাধ্যমে বিভিন্ন বিষয়ের আলোচনার ক্ষমতাবৃদ্ধি, বিভিন্ন রীতি ও বিষয়োপযোগী পরিভাষার ব্যবহার, জীবনের বিভিন্ন ক্ষেত্রের প্রয়োজনসাধনোপযোগী ভাষার ব্যবহার, যথাযথভাবে ভাবপ্রকাশের অভ্যাস। আত্মসচেতনতা, আত্মজ্ঞান, আত্মশুদ্ধি, চিন্তা ও যুক্তির প্রয়োগ, ব্যক্তিত্ব ও চিন্তাশক্তির প্রকাশ, মৌলিক ভাবধারার স্ফুরণ, সাহিত্যপ্রতিভার উন্মেষ।

৩। **আগ্রহোদ্দীপনের উপায়** ঃ—পাঠ্যসূচীর অন্তর্গত রচনামূলক কাজ। ছবি ও গল্পের ব্যবহার, গল্প ও কবিতা তৈরির খেলা, প্রতিযোগিতা, অনুষ্ঠানাদির নিমন্ত্রণ, নিবেদন, কর্মসূচী, বিজ্ঞপ্তি ইত্যাদি। দিনপঞ্জী দেয়ালপত্রী, হাতে লেখা ও ছাপা পত্রিকায় লেখা। তর্ক, আলোচনা, আবৃত্তি, অভিনয়। সাহিত্য-সৃষ্টি, প্রবন্ধ, গল্প, কবিতা, নাটক।

৪। **প্রবন্ধ রচনার একটি পাঠটীকা** ঃ—

বিষয় ঃ— 'বর্তমান শিক্ষাব্যবস্থার সংস্কার'। শ্রেণি নবম।

উদ্দেশ্য ঃ— প্রবন্ধরচনার সাধারণ উদ্দেশ্য এবং বর্তমান শিক্ষাসংস্কারের কারণ ও রূপ সম্বন্ধে অবহিত হয়ে গুছিয়ে তার বিবরণ ও তৎসম্বন্ধীয় মতামত লেখা।

পদ্ধতি ঃ—

প্রথম দিন ঃ—

পূর্বজ্ঞান অবলম্বনে বিষয়ের আলোচনা ঃ—শিক্ষার উদ্দেশ্য সম্বন্ধে বুঝতে শিক্ষিকা সাহায্য করবেন, শিক্ষাসংস্কারের ইতিহাসের উল্লেখ করা হবে। ছাত্রীদের অভিজ্ঞতা শোনা ও মতামত গ্রহণ করা হবে। শিক্ষয়িত্রী বিষয়সম্বন্ধীয় জ্ঞান আহরণপযোগী পাঠের নির্দেশ দেবেন।

বাড়ির কাজ ঃ—

ছাত্রীরা বাড়িতে বা বিদ্যালয়ে নানা বই ও পত্রিকা থেকে বিষয়সম্বন্ধে তথ্যসংগ্রহ করবে।

দ্বিতীয় দিন ঃ—

শ্রেণিতে ছাত্রীদের সংগৃহীত তথ্যের আলোচনা করে' রচনার কাঠাম প্রস্তুত করা হবে।

তৃতীয় দিন ঃ—

ক্লাসে প্রবন্ধটি লেখা হবে।

হালিমা খাতুন—বাটানগর সর্বার্থসাধক বালিকা বিদ্যালয়।
ডলি সরকার— " " " "
বীথি সিংহ—ব্যারাকপুর " " "
নীলিমা সেন—কৃষ্ণনগর রাষ্ট্রীয় " " "

(ঙ) সাহিত্যোপভোগ

মানুষের রুচিবৈচিত্র্যের ফলে সাহিত্যোপভোগের ক্ষেত্রেও বৈচিত্র্য দেখা যায়। ছোট ছেলেমেয়েদের পক্ষেও একথা সত্য। ছোটবেলার রূপকথার গল্প থেকে আরম্ভ করে' এদের পাঠরুচির বিভিন্নতা অনুযায়ী রহস্যোপন্যাস; প্রণয়কাহিনী, বৈজ্ঞানিক আবিষ্কার, দুঃসাহসিক অভিযান, সাময়িক গল্প, উপন্যাস ,নাটক প্রভৃতির বিচিত্রপথে প্রবাহিত হয়।

এ ক্ষেত্রে শিক্ষিকার মনে স্বভাবতই প্রশ্নের উদয় হয় এদের স্বেচ্ছায় যার যা ইচ্ছা পড়তে দেওয়া হবে, না পাঠের মধ্য দিয়ে ভাষা সাহিত্য ও জীবন সম্বন্ধে অভিজ্ঞতা অর্জনের দিকে অগ্রসর করে' দিতে হবে ?

বিদ্যালয়ের পাঠ্যক্রমের বিচার করলে দেখা যায় যে এর মধ্যে ছাত্রছাত্রীর আনন্দলাভ বা সাহিত্যজ্ঞানার্জন কোনটিরই সম্যক উপাদান পাওয়া যায়না। এ অবস্থায় শিক্ষাকে সফল করতে হ'লে শিক্ষিকা পাঠ্যক্রমকে দিক্-নির্দেশরূপে গ্রহণ করে পাঠ্যবহির্ভূত বিষয়বস্তুর সঞ্চয় করে ছাত্রীদের ভাষা ও সাহিত্যবিষয়ে কৌতুহল, জ্ঞান ও প্রীতি বাড়িয়ে তুলবেন।

এরূপ কাজের পথের প্রধান বাধা হ'ল সময়াভাব। নির্দিষ্ট সময়ে পাঠ্যক্রম শেষ করা কঠিন, পাঠ্যবহির্ভূত বস্তুর স্থান কোথায় ? এ বিষয়ে সমবেত শিক্ষিকাদের গৃহীত সিদ্ধান্ত এই হ'ল যে মাসে অন্ততঃ তিনচারদিন পাঠ্যসম্পৃক্ত বহির্ভূত বিষয়ের আলোচনার জন্য নির্দিষ্ট সময় রাখতে হবে। এতে প্রথম প্রথম অপচয় মনে হতে পারে, কিন্তু শেষ পর্যন্ত ছাত্রীদের দ্রুততর গ্রহণক্ষমতা বৃদ্ধি পাওয়াতে পাঠ্যক্রম তারা অল্প সময়ে শিখে নিতে পারবে।

শিক্ষিকা প্রচুরপরিমাণে সাহিত্যের যোগান দেবেন। বিদ্যালয়ের গ্রন্থাগার যথেষ্ট সমৃদ্ধ না হ'লে পুস্তক-সংগ্রহের অন্যান্য উপায় অবলম্বন করতে হবে। ছাত্রীরা নিজেদের বই বদল করে' পড়তে পারবে অথবা চাঁদা এবং দান সংগ্রহ করে ছোটখাট একটি পুস্তকসংগ্রহ গড়ে তুলবে। পাঠ্যবহির্ভূত পাঠের জন্য স্থানীয় গ্রন্থাগারগুলির সংগেও যোগাযোগ চাই।

ব্যাপকক্ষেত্রে সাহিত্যপাঠের বিষয়ে একটি সমস্যা হ'ল শিক্ষিকারা যে সমস্ত বই পড়া ছোটদের পক্ষে অবাঞ্ছনীয় বলে' মনে করেন সেগুলি থেকে ছাত্রীদের সরিয়ে রাখার জন্য কি উপায় অবলম্বন করা যায়।

প্রথমত "অবাঞ্ছনীয়" বই দুই প্রকারের হতে পারে, এক,—যে বয়সে যেরূপ বইয়ের উপযোগী অভিজ্ঞতা বা মানসিক পরিণতি হয়নি সে বয়সে সেরূপ বই পড়া অবাঞ্ছনীয় আর, দুই—যে সব বই রুচি ও নীতির দিক দিয়ে হীন। এরমধ্যে প্রথম শ্রেণির বই ছাত্রছাত্রীদের মারাত্মক ক্ষতি করেনা বলে সিদ্ধান্ত করা হ'ল, বরং একটা নিষেধের প্রাচীর তুলে ধরাটাই গোপনে পড়ার প্রবৃত্তি দিয়ে বেশী মারাত্মক ক্ষতি করতে পারে। দ্বিতীয় শ্রেণির অবাঞ্ছনীয় বইয়ের দিকে ঝোঁক শিক্ষিকাকে সুসাহিত্যের প্রচুর খোরাক যুগিয়ে ও সাহিত্যিক উপভোগের একটা মান সৃষ্টি করে' দূর করবেন। চরিত্রগঠনোপযোগী সাংস্কৃতিক পরিবেশ না পেলেই কুরুচি ও দুর্নীতির আবেদন মারাত্মক হ'তে পারে, নতুবা নয়।

ছাত্রীদের সুসাহিত্যের দিকে আকৃষ্ট করার জন্য শিক্ষিকারা অভিনয়, আবৃত্তি, তর্ক ও আলোচনাসভা, বিদ্যালয়ের পত্রিকায় লেখানো প্রভৃতি প্রক্রিয়া অবলম্বন করবেন।

রেখা গঙ্গোপাধ্যায়—ভবনাথ ইনষ্টিটিউশন, রহড়া।
নীলিমা সেন—কৃষ্ণনগর রাষ্ট্রীয় বিদ্যালয়।
কল্যাণী সেনগুপ্ত—সুভাষচন্দ্র বালিকাবিদ্যালয়, ধুবুলিয়া।
বীথি সিংহ—ব্যারাকপুর বালিকাবিদ্যালয়।

(চ) সাহিত্যের ইতিহাস

উচ্চতর মাধ্যমিক শিক্ষার স্তরে সাহিত্যপরিচয় সম্পূর্ণ করার জন্য সাহিত্যের ইতিহাস অবশ্যপাঠ্য বলে' গৃহীত হ'ল। উপরন্তু দেশের সামাজিক পরিবেশ ও সংস্কৃতির ইতিহাস এরই মধ্যে নিহিত। নির্ধারিত পাঠ্যাংশ-গুলির অর্থ ও রসগ্রহণে পাঠ শেষ না করে' রচয়িতার মানসিক পটভূমি, সামাজিক পরিবেশ ও তৎকালীন সাংস্কৃতিক ধারার সংগে যুক্ত করে' দিলে তবেই পাঠ সার্থক হ'তে পারে।

সাহিত্যের ইতিহাসের পাঠের প্রকৃত ভিত্তি হ'ল সরস ও চিত্তাকর্ষকভাবে সাহিত্যপরিচয়। অথচ, শিক্ষণ পদ্ধতির দোষে প্রথম থেকে বাংলাসাহিত্যের ধারার পরিচয় ঘটেনা বলে' ছাত্রীদের কাছে সাহিত্যের ইতিহাস শেখা কঠিন নীরস ভারস্বরূপ মনে হয়।

তাই সাহিত্যের ইতিহাসের পাঠকে ধারাবাহিক সাহিত্যপরিচয় ও আলোচনার ভিত্তিতে স্থাপিত করতে হবে। পঞ্চম ষষ্ঠ শ্রেণি থেকে যে সাহিত্যাংশ পড়া হয় তার রচয়িতাদের অন্যান্য রচনার সংগে পরিচিত হতে ও তাঁদের রচনার বিশেষত্বগুলির আলোচনা করতে ছাত্রীদের উৎসাহ দেওয়া হবে। একেক যুগের একাধিক সাহিত্যিকের রচনা পাঠ্য হলে সেই যুগের সাহিত্য, সংস্কৃতি, ইতিহাস, জীবনধারা প্রভৃতির চিত্তাকর্ষক আলোচনা করানো হবে। শ্রেণির বৎসরের পাঠের শেষে এই সমস্ত বিষয় অবলম্বনে চার্ট ও সচিত্র সময়সিঁড়ি করতে হবে। প্রত্যেক বছরের সাহিত্যালোচনার নোট একত্রে আলগাপাতার ফাইলে সময়ানুক্রমিকভাবে সজ্জিত করে' ছাত্রীরা স্বরচিত সাহিত্যের ইতিহাস তৈরি করবে। সাহিত্যসমালোচনাসভায়, বিতর্কানুষ্ঠানে, রচনাপ্রতিযোগিতায়, আবৃত্তিতে, অভিনয়ে প্রাচীন থেকে আধুনিক পর্যন্ত সকল যুগের সাহিত্যের ব্যবহার করে' সাহিত্যের সংগে পরিচয় ব্যাপকতর করতে হবে। এই অনুশীলনের ভিত্তিতে নবমশ্রেণির সাহিত্যের ইতিহাসের পাঠ স্থাপিত হ'লে তা কঠিন ব'লে মনে হবে না।

ষষ্ঠ থেকে একাদশ শ্রেণি পর্য্যন্ত বাংলাসাহিত্যের দ্রুত ও শ্রেণিপাঠ্য পাঠ্যবিষয়ের বিচার করে' সিদ্ধান্ত হ'ল যে এর সাহায্যে বাংলা সাহিত্যের যথেষ্ট ধারাবাহিক পরিচয় দেওয়া সম্ভব নয়। সমস্ত পাঠ্যক্রম শেষ করার পরও সাহিত্যের পাঠ্যক্রমে কয়েকটি প্রধান যুগের সাহিত্যের সংগে পরিচয় ঘটেনা। এইসব যুগের কথাগুলি অপরিচয়-জনিত অন্ধ মুখস্থ করার বাধকতায় কঠিন ও নীরস হয়ে পড়ে। সমবেত শিক্ষিকাদের মতে উচ্চতর মাধ্যমিক বিদ্যালয়ের ছয়শ্রেণির মধ্যে বাংলাসাহিত্যের পূর্ণ পরিচয় লাভ করবার উপযোগী শ্রেণিপাঠ্য ও দ্রুতপাঠ্য পুস্তক নির্বাচন করা মধ্যশিক্ষা পর্ষতের অবশ্যকর্তব্য। তাছাড়া বর্তমান পরীক্ষাব্যবস্থা বাস্তবিক সাহিত্যালোচনার পরিপন্থী বলে' পরীক্ষাপদ্ধতিরও যথেষ্ট সংস্কার চাই।

উপযোগী পাঠ্যনির্ধারণের ক্ষেত্রের একটি বাধা হ'ল প্রাচীন ও মধ্যযুগীয় সাহিতের সরল সংস্করণের অভাব। এই বিষয়ে আলোচনা করে' সমবেত শিক্ষিকারা এরূপ সংস্করণ প্রস্তুত করার একটি পরিকল্পনা গ্রহণ করেন।

হালিমা খাতুন—বাটানগর সর্বার্থসাধক বালিকা বিদ্যালয়।
দীপালী দত্ত—সর্বার্থসাধক রাজকুমারী মেমোরিয়াল বালিকা বিদ্যালয়।
অঞ্জলি বসু—নিবেদিতা বালিকা বিদ্যালয়, ধুবুলিয়া।

বাংলা সাহিত্যের একদিক

ছেলেমেয়েদের বাংলাভাষার মাধ্যমে বিভিন্ন বিষয়ের আলোচনার ক্ষমতার অভাব বাংলা রচনা শেখানোর একটি প্রধান সমস্যা। এই সমস্যার বিশ্লেষণ, কারণানুসন্ধান ও সমাধানের প্রস্তাবিত উপায় নিম্নলিখিত ভাবে আলোচিত হয়।

সমস্যা ঃ—ছেলেমেদের বাংলা ভাষার ব্যবহারের ক্ষমতার অভাব।

বিশ্লেষণ ঃ—বাংলাভাষার মাধ্যমে উপযুক্ত শব্দ ও রীতির প্রয়োগে বিদ্যালয়ের পাঠ্য বিভিন্ন বিষয়ের আলোচনায় অক্ষমতা।

সম্ভাব্য কারণ ঃ—১। লিখনশৈলীর সম্বন্ধে ধারণা ও অধিকারের অভাব।
২। শব্দসম্ভারের অপ্রাচুর্য।
৩। চিন্তার অস্বচ্ছতা ও ভাষাপ্রয়োগের অনভ্যাস।
৪। বিষয় সম্বন্ধে বাস্তবজ্ঞানের অভাব।

৫। বিভিন্ন বিষয়ক বাংলা প্রবন্ধ ও গ্রন্থাদির সংগে অপরিচয়।
৬। নিজস্ব কার্যিক লিখনভংগী গড়ে ওঠার উপযোগী অনুশীলনের অভাব।

সমাধানের অনুমান:—ক্রমাগত অনুশীলনের দ্বারা পরিভাষা, কার্যিক লিখনশৈলী ও বিষয়নিষ্ঠ রচনার অধিকার আয়ত্ত করতে হবে। তথ্য ও বিবরণমূলক বিভিন্ন বিষয়ের বাংলার সাহিত্যসৃষ্টির সংগে পরিচয় করতে হবে। এই আলোচনার ভিত্তিতে বহুশাখ উচ্চতর মাধ্যমিক বিদ্যালয়ের নবমশ্রেণিতে নানাবিষয়ের পাঠ্যক্রমের উপযোগী ভাষার অনুশীলনের জন্য নিম্নলিখিত পরিকল্পনা গৃহীত হ'ল।

পরিকল্পনা:—নবমশ্রেণিতে বাংলার দ্বিতীয় পত্রের অনুশীলনের জন্য প্রদত্ত সময় তিনঘণ্টা। তিনঘণ্টার একঘণ্টা ব্যাকরণ, একঘণ্টা দ্রুতপঠন ও একঘণ্টা প্রবন্ধরচনা ইত্যাদি বিষয়ের জন্য নির্দিষ্ট থাকে।

ব্যাকরণ পাঠের বিভিন্ন উদ্দেশ্যের মধ্যে গৃহীত সমস্যার সমাধানের উপযোগী কয়েকটি উদ্দেশ্য সাধিত হবে, যথা বাক্যের গঠন, বিভিন্ন বিষয়াশ্রয়ী রীতির বিভিন্ন রূপ, শব্দপ্রয়োগের উপযোগিতা, নূতন শব্দগঠনের দ্বারা শব্দসম্ভারের বৃদ্ধি।

ব্যাকরণশিক্ষালব্ধ এই উদ্দেশ্যগুলির অভ্যাসের জন্য কতকগুলি প্রক্রিয়া অবলম্বন করতে হবে, যথা: ১। নূতন শব্দগঠনের জন্য সন্ধি, সমাস ও কৃত্তদ্ধিতাদি প্রয়োগের ব্যবহার, বিভিন্ন অর্থে শব্দপ্রয়োগের লেখা,—যথা শব্দের বিভিন্ন ব্যবহার —পাকা:—পাকা আম, পাকা মাথা, পাকা চোর, পাকা ধানে মই দেওয়া।

মাথা:—মাথা খাওয়া, মাথা কাটা।
গা:—গা তোলা, গা করা, গায়ে পড়া।
তাছাড়া:—কড়া, পড়া, ধরা ইত্যাদি ক্রিয়াপদ।

২। শূন্যস্থান পূর্ণ করা:—
৩। সমোচ্চারিত শব্দের অর্থপার্থক্য।
৪। বাক্যগঠন, সংকোচন, সম্প্রসারণ, বিশ্লেষণ।
৫। শব্দসম্ভার:—প্রকারভেদ, বিভিন্ন রীতির বাক্যে প্রয়োগ।

দ্রুতপঠন:—নির্দিষ্ট পুস্তক পঠনের সংগে বিভিন্ন রীতির প্রকাশভংগীর পরিচয়। অভিধানের ব্যবহার দ্বারা শব্দসম্ভারের বৃদ্ধি। নূতন পরিভাষার সংকলনের জন্য নোটবই রাখা। রচনার দ্বারা পাঠলব্ধ নূতন শব্দের প্রয়োগ। বাচনভংগীর পরিবর্তন। পাঠ্যপুস্তকের সংগে তুলনামূলক অন্যান্য বই পড়ে' পাঠের পরিধি বর্ধন। বিভিন্ন রীতিতে রচিত বই বা প্রবন্ধ পড়ে রীতির প্রতি নির্দেশ।

র চ না:—ভাবসম্প্রসারণ, ভাবার্থ ও সংক্ষিপ্তসার লেখা ইত্যাদির দ্বারা বিষয়ানুসারী বিভিন্ন রীতির অবলম্বনের অভ্যাস।

প্রশ্নোত্তর ও আলোচনার দ্বারা কার্যিক প্রয়োগক্ষমতার বৃদ্ধি। বিভিন্ন বিষয়ের বিভিন্ন ধরণের প্রবন্ধ রচনা যথা:—তথ্যমূলক:—ভূগোল, ইতিহাস, সমাজবিদ্যা, বিজ্ঞান প্রভৃতি। ঘটনা ও বর্ণনামূলক:—জীবনী, ভ্রমণকাহিনী, বিশেষ ঘটনা বা অভিজ্ঞতা, ছবি দেখে প্রভৃতি। আলোচনামূলক:—ছবি দেখে, কাব্যবিচার, সাহিত্যলোচনা' (সংগ্রহের খাতা তৈয়ারী)। বিতর্কমূলক:—তৎকালীন ঘটনা ও সমস্যাবিষয়ক। (দেয়ালপত্রী)। সৃষ্টিমূলক:—রম্যরচনা, গল্প, কবিতা, (বিদ্যালয়ের পত্রিকা) ডায়েরি লেখা, সংশোধন করার জন্য কাজের পরিমাণ অতিরিক্ত হ'লে কোনো কোনো ধরণের লেখা ছাত্রীদের খাতা বদল ক'রে পরস্পরের দ্বারা সংশোধিত হ'তে পারে। উৎসাহ দেবার জন্য ভালো লেখা ক্লাশে প'ড়ে শেখানো আলোচনা ও বিতর্কসভার আহ্বান, দেয়ালপত্রী, বিদ্যালয়ের পত্রিকা, শ্রেণীর হাতে লেখা পত্রিকায় ছাত্রীদের নামসহ রচনা প্রকাশ।

সাহিত্যের ইতিহাস পড়ানো — প্রাচীন বাংলা সাহিত্য

(দু'টি পাঠটীকা ঃ—চর্যাচর্যবিনিশ্চয় ও শ্রীকৃষ্ণকীর্তন)

সাধারণ উদ্দেশ্য ঃ— ১। সাহিত্যের উদ্ভব ও ধারাবাহিকতার সংগে ছাত্রীদের পরিচয় সাধন।
২। তৎকালীন পরিবেশ ও সমাজজীবনের চিত্রণ।
৩। সাহিত্যিক অভিজ্ঞতার ব্যাপকতা ও সাহিত্যদৃষ্টির স্বচ্ছতা সম্পাদনের দ্বারা সাহিত্যালোচনার সহায়তা ও সাহিত্যপ্রীতির উদ্রেক।
৪। বাংলাসাহিত্যের প্রথমাবস্থার রচনাপাঠ ও প্রাচীন বাংলাভাষার রূপদর্শন।
৫। সাহিত্যের বিবর্তনের ধারানুসরণ।

পূর্ব্বজ্ঞান ঃ— ১। আধুনিক ও কিছু কিছু মধ্যযুগীয় বাংলাসাহিত্যের পরিচয় আছে।
২। ব্যাকরণে বাংলার শব্দসম্ভারের বিষয় পড়ে' ভাষাবিবর্তনের কিছু পরিচয় পেয়েছে।

প্রথমপাঠ — চর্যাচর্যবিনিশ্চয়।

উদ্দেশ্য ঃ— ১। উপরিউক্ত।
২। চর্যাচর্যবিনিশ্চয়ের কতকগুলি নির্ধারিত পদের পাঠ ও উপভোগ, প্রস্তুতবিষয় ও তৎকালীন সমাজ, সাহিত্য ও ভাষার কিছু পরিচয় লাভ।

পূর্ব্বজ্ঞান ঃ— উপরিউক্ত।

উপকরণ ঃ— ১। চর্যাপদের কয়েকটি সরল চিত্তাকর্ষক পদসমন্বিত চার্ট'—পাশে পাশে আধুনিক বাংলায় যতদূর সম্ভব আক্ষরিক অনুবাদ দেওয়া থাকবে।
২। ভাষাবিবর্তনের ধারার চার্ট, সাহিত্যের ইতিহাসের চার্ট } সময়রেখা সমন্বিত।

ভুমিকা ঃ— পূর্বজ্ঞানের ভিত্তিতে ও চার্টের সাহায্যে।
১। বাংলার শব্দসম্পদ ও ভাষাবিবর্তনের আলোচনা।
২। মধ্যযুগীয় সাহিত্যের (মুকুন্দদাস, ভারতচন্দ্র, চণ্ডীদাস, বিদ্যাপতি) সংগে পরিচয়সম্বন্ধে জিজ্ঞাসা। কালের আলোচনা ও সাহিত্যের চার্টে নির্দেশ।

উপস্থাপন ঃ— চার্টের সাহায্যে কতকগুলি পদের পাঠ ও প্রশ্নোত্তরমাধ্যমে নিম্নলিখিত ধরণের আলোচনা—
ধর্মবিষয়ক—পদের পাঠে কিরূপ ধর্মের ও সাধনার পরিচয় পাওয়া যায়?
সমাজবিষয়ক—তখনকার সমাজের বিষয় কি ধরণের কথা বলা হয়েছে?
পদকার বিষয়ক—ভণিতার ক'জন পদকারের নাম পাও? তাঁরা কে ছিলেন?
ছন্দবিষয়ক—চতুষ্পদী বা চৌপায়ী।
ভাষাবিষয়ক—শব্দপরিচয়, বাংলায় শব্দসম্ভারের বিবর্তনের ধারার সংগে যোগস্থাপন। (যথা - কুড়িয়া, চি-এ, নই ইত্যাদি)
ঐতিহাসিক প্রসংগে—পুঁথির রচনা ও প্রাপ্তিকাল; কে কোথায় পেয়েছেন; বাংলাদেশ থেকে বিলুপ্তির কারণ। শূন্যপুরাণের উল্লেখ।

অভিযোজন ঃ— পদগুলির পুনঃপাঠ ও উপভোগ, যে টুকু সম্ভব সেইটুকুই অর্থবোধ হবে।

বাড়ির কাজ :— প্রদত্ত পদগুলি টুকে নেবে, শ্রেণিতে আলোচিত বিষয়ের সংগে সাহিত্যের ইতিহাস থেকে পঠিত তথ্য মিলিয়ে রচনা লিখবে। সমস্তগুলি একত্র করে আলগাপাতার ফাইলে যথাস্থানে নিবদ্ধ করবে।

বোর্ডের কাজ:— উপস্থাপনের সময়ে আলোচনার শীর্ষগুলি ক্রমান্বয়ে লেখা হবে।

দ্বিতীয় পাঠ - শ্রীকৃষ্ণকীর্ত্তন।

উদ্দেশ্য :— ১। উপরিউক্ত।
২। শ্রীকৃষ্ণকীর্তনের কতকগুলি নির্বাচিত পদের পাঠ ও উপভোগ, প্রস্তুতবিষয় ও তৎকালীন সমাজ, সাহিত্য ও ভাষার পরিচয় লাভ।

পূর্ব্বজ্ঞান :— ১। উপরিউক্ত।
২। বৈষ্ণবপদাবলী, তার বিষয়বস্তু ও চণ্ডীদাস বিদ্যাপতি প্রমুখ শ্রেষ্ঠ পদকারদের বিষয়ে সামান্য জানা আছে। ভানুসিংহের পদাবলীর সংগে পরিচয় আছে।
৩। শ্রীকৃষ্ণলীলার কথা এবং বৈষ্ণবধর্ম ও দোল, রাস, জন্মাষ্টমী প্রভৃতি উৎসবের কথা জানে।

উপকরণ :— ১। শ্রীকৃষ্ণকীর্তনের কতকগুলি সরল ও চিত্তাকর্ষক পদসমন্বিত চার্ট, পাশে পাশে আধুনিক ভাষায় অনুবাদ দেওয়া থাকবে।
২। ভাষাবিবর্তনের ও সাহিত্যের ইতিহাসের পূর্বপ্রদর্শিত চার্ট।

উপস্থাপন :— চার্টে প্রদর্শিত নির্বাচিত পদগুলির পাঠ ও প্রশ্নোত্তরমাধ্যমে নিম্নলিখিত ধরণের আলোচনা — বিষয়বস্তু, তৎকালীন সমাজ ও ধর্মের চিত্র, ভাষা ও ছন্দ, পদকারের ভণিতা, দ্বিজ ও দীন চণ্ডীদাসের ভণিতাসমন্বিত পদাংশ উদ্ধৃত করে বিভিন্ন চণ্ডীদাসের অস্তিত্ব ও কালসম্বন্ধে ধারণা। ভাষা ও সাহিত্যের চার্টে বড়ু চণ্ডীদাসের স্থাপন। (ভাষা - বা-এ, কালিনী নঈ ইঃ)

অভিযোজন :— পদগুলির পুনর্বার পাঠ।

বাড়ির কাজ :— ছাত্রীরা প্রদত্ত পদগুলি টুকে নেবে, শ্রেণিতে আলোচিত বিষয়ের সংগে সাহিত্যের ইতিহাসের বই থেকে পঠিত তথ্য মিলিয়ে রচনা লিখবে। সমস্তগুলি একত্র করে' আলগাপাতার ফাইলে যথাস্থানে নিবদ্ধ করবে।

বোর্ডের কাজ :— উপস্থাপনের সময়ে আলোচনার শীর্ষগুলি ক্রমান্বয়ে লেখা হবে।

"শরীরমনের বয়ঃসন্ধিকালটি বেদনাকাতরতায় ভরা। এই সময়ে অল্পমাত্র অপমান মর্মে গিয়া বিঁধিয়া থাকে এবং আভাষমাত্র প্রীতি জীবনকে সুধাময় করিয়া তোলে। এই সময়েই মানবসংস্রবের জোর তাহার'পরে যতটা খাটে এমন আর কোনো সময়েই নয়। এই বয়সটাই মানুষের জীবন মানুষের সংলগ্নভাবে গড়িয়া উঠিবার পক্ষে সকলের চেয়ে অনুকূল।"

(ছাত্রশাসনতন্ত্র — রবীন্দ্রনাথ)

গ্রীষ্মকালীন শিক্ষাশিবিরে রচিত কয়েকটি প্রশ্ন

নবম শ্রেণি **বিষয়ঃ কবিতাঃ—"বাঙালীর মা"**

উদ্দেশ্যঃ— ছাত্রীরা নিম্নলিখিত বিষয়ের অধিকারের প্রমাণ দেবেঃ—

১। বাংলাদেশের প্রাকৃতিক সৌন্দর্যের উপলব্ধি ও ঐশ্বর্যের পরিচয়।

২। স্বদেশানুরাগ, স্বদেশের জননীরূপের তাৎপর্য।

৩। উপমার উপলব্ধি, সাহিত্যিক বোধ।

৪। কবিতাটির অর্থবোধ।

(ক)

(অল্প কথায় উত্তর দিতে হ'বে)

১। বাংলাদেশকে জননীরূপে কল্পনা করার জন্য কবি দেশের কোন কোন অংশকে মায়ের কোন কোন অংগ বা অলংকাররূপে কল্পনা করেছেন?

২। জননীর কোন কোন অলংকারের বর্ণনা 'বাঙালীর মা' কবিতায় পাও?

৩। 'বাঙালীর মা' কবিতায় বর্ণিত বায়ু, রবি, জ্যোৎস্না, উষা ও সন্ধ্যা মায়ের কি কি কাজে নিযুক্ত? নদী কিরূপে মায়ের বৈতালিক গান করে?

৪। "বাঙালীর মা" কবিতায় মায়ের পূজার বৈতালিক গান, নাচ ও বিজয়তূরী কল্পিত হয়েছে কিরূপে?

৫। 'বাঙালীর মায়ের' সন্তানরা মায়ের আশীর্বাদ কিরূপে পায়?

৬। কমলেকামিনীর রূপ বর্ণনা কর। 'বাঙালীর মায়ে' বর্ণিত বাংলাদেশের সংগে এই রূপের কি সাদৃশ্য?

৭। 'বাঙালীর মা' কবিতায় স্বদেশের কাছে দেশবাসী কি কি পায়? এই দানগুলি সন্তানকে মায়ের দানের সংগে কিরূপভাবে তুলনীয়?

(খ)

(একেক বাক্যে উত্তর দিতে হ'বে)

'বাঙালীর মা' কবিতায়ঃ—

৮। 'বাঙালীর মা' কাকে বলা হয়েছে?

৯। "বৃষ্টির ধারাকে" অমিয় বলা হয়েছে কেন?

১০। বায়ু কিরূপে চামরের কাজ করে?

(গ)

(বিষয়মুখী প্রশ্ন)

১। বাঁ-দিকে কতকগুলি প্রাকৃতিক বিষয়ের আর ডানদিকে সাজসজ্জা, অঙ্গ ও পরিচর্যার বস্তুবিষয়ের শব্দ দেওয়া হয়েছে। বাঁ-দিকের শব্দগুলির যেটি যেটি ডানদিকের শব্দের সংগে সম্পর্কযুক্ত তার নম্বরটি ডানদিকের উপযুক্ত শব্দের পাশে বন্ধনীতে লিখ।

১। হিমাদ্রি।	ক। চামর।	( )
২। মেঘ।	খ। কাঞ্চী।	( )
৩। মিষ্ট বায়ুতে আন্দোলিত বনানী।	গ। শ্বেতছত্র।	( )
৪। সুনীল অটবী।	ঘ। ঝালর।	( )
৫। জাহ্নবী।	ঙ। মুক্তবেণী।	( )

২। বাঁদিকে 'বাঙালীর মা' কবিতা থেকে দুটি ছত্রের অংশ দেওয়া হয়েছে আর ডানদিকে একাধিক শব্দ দেওয়া হইয়াছে: ক খ দুটি প্রত্যেক ছত্রের পাদপূরণের জন্য যে শব্দটি প্রযোজ্য তার চারদিকে একটি করে' বৃত্ত এঁকে দাও।

কাঞ্চীসম কটি বেড়ি ধ্বনিতেছে— ব্রহ্মপুত্র। দামোদর। জাহ্নবী।
বৈতালিক দুটি জলসখা— অজয়, ভৈরব। ব্রহ্মপুত্র, দামোদর। কাঁসাই, আত্রাই।

৩। নিচের অসমাপ্ত বাক্যগুলি কবিতার চরণ অনুসরণে পূর্ণ কর:–

কুঞ্জ দেয় — — ।
রবি দেয় — — ।
উষা দিয়ে যায় — — ।
চরে তব শ্যাম গোঠে — — ।

৪। মায়ের কাছ থেকে সন্তান যা পায় বাঁ-দিকে লেখা আছে ডান দিকের দুইস্তম্ভে শীর্ষ অনুসারে স্বদেশের কাছে আমরা অনুরূপ কি পাই আর কি ভাবে পাই লিখে দাও:—

মা দেন।	স্বদেশের কাছে পাই	
	কি পাই?	কি ভাবে পাই?
ক্ষুধার সময়ে খাদ্য।		
পিপাসার সময়ে জল।		
জীবনধারণের উপযোগী অন্যান্য দ্রব্যাদি।		
স্নেহ দিয়ে জীবন গঠন।		

৫। 'বাঙালীর মা' কবিতার কোন কোন ছত্রে নিম্নলিখিত অর্থগুলি পাওয়া যায়?

— স্বদেশ স্বর্গ হ'তেও বড়।
— স্বদেশ ভগবানের নমস্য।
— বংলাদেশের রূপের সংগে পদ্মাসনা দেবীরূপের সাদৃশ্য আছে।

৬। বাঁ-দিকে কতকগুলি বর্ণের নাম দেওয়া হয়েছে, 'বাঙালীর মা' কবিতায় অনুসারে সেগুলি স্বদেশ ও মার সম্পর্কে কি কি বোঝাবার জন্য ব্যবহৃত হয়েছে তা ডানদিকের দুটি স্তম্ভে শীর্ষানুসারে লিখে দাও:—

বর্ণ	স্বদেশ	মা
হিরণ		
হরিৎ		
রাতুল		
শ্বেত		
সুনীল		

নবম শ্রেণী **বিষয়: কবিতা—"হাট"** **কবি: যতীন্দ্রনাথ সেনগুপ্ত**

উদ্দেশ্য:— কবিতাটির অর্থ ও ভাববোধ।
জীবনের সংগে হাটের তুলনামূলক আলোচনা।
কবিতাটির দার্শনিকভাবে আলোচনা।
কবির জীবনাদর্শের সামান্য পরিচয়।
আধুনিক কাব্যসাহিত্যের সহিত সংযোগসাধন।
সাহিত্যোপভোগের দ্বারা সাহিত্যপ্রীতির উদ্রেক।

(ক)—(বিষয়নিষ্ঠ প্রশ্ন)

১। হাট কাকে বলে? সেখানে কি কি হয়? যতীন্দ্রনাথ সেনগুপ্তের "হাট" কবিতায় চিত্রিত গ্রাম্য হাটের একটি সংক্ষিপ্ত বর্ণনা দাও।

২। যতীন্দ্রনাথের হাট কবিতায় হাটের যাওয়াআসা ও বিকিকিনির সংগে মানবজীবনের কি কি সাদৃশ্য আছে সংক্ষেপে বর্ণনা কর।

৩। "হাট" কবিতার কয়েকটি সমান উক্তি উদ্ধৃত করে তার পাশে পাশে তুলনীয় অংশগুলি লিখে দাও।

(খ)—(বিষয়মুখা প্রশ্ন)

১। নিচে হাট কবিতার কতকগুলি যুক্তশব্দের এক অংশ করে দেওয়া হয়েছে, সেগুলি সম্পূর্ণ কর :—

বেচা — চেনা—
মাল — — ক্রেতা —
দর — — দিবস —

২। হাট কবিতা থেকে অংশ উদ্ধৃত করে' নিচের প্রশ্নগুলির উত্তর দাও :—

যে যাহার সব কোথায় যায়?
হাটে যখন আঁধার হয় তখন গ্রামে কি হয়?
জীর্ণ বাঁশের ফাঁকে ফাঁকে কি বাজে?
কার ডাকে নির্জন হাটে রাত্রি নামে?
দিবসে কার ভিড়ের কোলাহল হয়?
দিবসে কিসের অন্ত থাকে না?
কেউ ভরে' নেয় আর কেউ কি করে?
প্রভাতের ফল কিরূপ ব্যবহার সহ্য করে?
সে কিসের ব্যথা বহন করে?
হাটের খেলা কিসের খেলার মতো?

৩। বাঁ দিকের স্তম্ভে হাট কবিতার কতকগুলি উদ্ধৃতাংশ দেওয়া হয়েছে, ডানদিকের স্তম্ভে শেষাংশগুলি এলোমেলোভাবে ছড়ানো আছে। বাঁদিকের যে অংশ ডানদিকের অংশের সংগে যুক্ত তার নম্বরটি ডানদিকের সেই অংশের পাশের বন্ধনীতে বসাও।

(ক) দূরে দূরে গ্রাম	মুদিল নয়ান	( )
(খ) মাঝে একখানি	ছাড়ে প্রশ্বাস	( )
(গ) প্রভাতে	জলে' ওঠে দীপ	( )
(ঘ) বকের পাখায়	দশবারোখানি	( )
(ঙ) দূরে গ্রামে	হাট	( )
(চ) নদীর বাতাস	জলেনা দীপ	( )
(ছ) হাটের দোচালা	একই খেলা	( )
(জ) বাজে বায়ু	বসা	( )
(ঝ) রাত্রি নামিল	কত ক্রেতা বিক্রেতা	( )
(ঞ) দিবসেতে হেথা	একই কাকের ডাকে	( )
(ট) বিকাল বেলায়	পুরানো হাটের মেলা	( )
(ঠ) এল আর গেল	কত কোলাহল	( )
(ড) নূতন করিয়া	বিকায় হেলায়	( )
(ঢ) ভাতা		
(ণ) চিরকাল		

দশম শ্রেণি কবিতা "আমরা" সত্যেন্দ্র নাথ দত্ত। (পাঠসংকলন)

উদ্দেশ্য :—১। আদর্শপাঠ, অর্থবোধ, রস ও সৌন্দর্যের উপলব্ধি।

২। কবি সত্যেন্দ্রনাথের কাব্যের সহিত পরিচয়।

৩। বাংলাদেশের প্রাকৃতিক সৌন্দর্য, ভৌগোলিক ও ঐতিহাসিক বিবরণ ও উল্লেখের উপভোগ ও গৌরববোধ।

৪। বাঙালীজাতির বৈশিষ্ট্যের উপলব্ধিদ্বারা বর্তমানকে অনুপ্রাণিত করা।

৫। কাব্যপাঠে আগ্রহসৃষ্টি।

৬। সাহিত্যের মধ্যে বিভিন্ন বিষয়ের অনুবন্ধ সাধন।

ক—রচনামূলক।

প্রশ্ন :—

(বিষয়নিষ্ঠ)

১। "আমরা" কবিতায় বাংলাদেশের ঐতিহাসিক, ভৌগোলিকও মানসী মূর্তির যে বিবরণ দেওয়া হয়েছে তার প্রত্যেকটি অবলম্বনে একটি করে' অনুচ্ছেদ লেখ।

২। কোন কোন গুণের জন্য বাংলাদেশকে "তীর্থ বরদ এবং "বাঞ্ছিতভূমি" বলা হয়েছে ?

৩। নিম্নলিখিত বিষয়গুলি অবলম্বনে একেকটি ছোট অনুচ্ছেদ রচনা করে' বাঙালীর শৌর্যের ইতিহাস বর্ণনা কর :—

ক। বাঘের সঙ্গে যুদ্ধ।
খ। নাগের সংগে প্রতিদ্বন্দ্বিতা।
গ। চতুরঙ্গ সেনা নিয়ে যুদ্ধ।
ঘ। বিজয়সিংহের কথা।

৪। কপিলমুনি, দীপংকর, জয়দেব প্রভৃতি — কিসের জন্য বিখ্যাত একেকটি ছত্রে লিখে দাও।

৫। নিচের বিষয়গুলিতে বাঙালী সম্বন্ধে "আমরা" কবিতায় কি কি বলা হয়েছে দুই দুই ছত্রে লিখে দাও :—

ক। ধর্ম ও ঐক্য।
খ। ভাস্কর্য ও স্থাপত্য।
গ। বিজ্ঞান।
ঘ। ঐতিহাসিক কাহিনীসমূহ।
ঙ। ভৌগোলিক বিশেষত্ব। ইঃ

(দ্রষ্টব্য :—৪ ও ৫ প্রশ্নে প্রশ্নের ধারা নির্দেশ করা হয়েছে মাত্র উল্লেখযোগ্য বিষয়ের তালিকা নিঃশেষ করা হয়নি। প্রশ্ন করার সময়ে শিক্ষিকা বই দেখে নেবেন।)

৬। "আমরা" কবিতায় বাংলাদেশের অতীতের গৌরবের সম্বন্ধে যে সমস্ত উল্লেখ করা হয়েছে বর্তমানে তার পুনরুজ্জীবন কি ভাবে ও কতখানি সম্ভব এবং তুমি তাতে কি অংশ গ্রহণ করতে পার তা এক পৃষ্ঠার মধ্যে গুছিয়ে লেখ।

৭। বাঙালীর "দেব ঋণ" কি ? তার থেকে মুক্তি কি করে সম্ভব ?

৮। কবি সত্যেন্দ্রনাথ দত্তের "আমরা" কবিতাটি তোমার ভাল লাগে কেন এই বিষয়ে তিনটি কারণ দেখিয়ে তিনটি অনুচ্ছেদ রচনা কর।

খ—বিষয়মুখী প্রশ্ন।

১। বন্ধনী মধ্যে কতকগুলি শব্দ দেওয়া হয়েছে তার মধ্যে থেকে উপযুক্ত শব্দ নির্বাচন করে' নিচের উদ্ধৃতিগুলির শূন্য স্থান পূর্ণ কর :—

(কপিল, কবি, অতীশ, জয়দেব, দীপংকর, বীটপাল, ধীমান।)

ক। জ্ঞানের নিধান আদি বিদ্বান সাংখ্যকার।
খ। বাঙালী লজ্মিল গিরি তুষারে ভয়ংকর।
গ। জ্বালিল জ্ঞানের দীপ তিব্বতে বাঙালী।
ঘ। বাংলার কবি তার কান্ত কোমল পদে।
করেছে সুরভি সংস্কৃতের কাঞ্চন কোকনদে।

২। বাঁ দিকের স্তম্ভের কবিতার উদ্ধৃতিটি পড়ে' বাঁদিকে স্তম্ভে "আমরা" কবিতা থেকে তার অনুরূপ উক্তি উদ্ধৃত করে দাও :—

ক) ধ্যানগম্ভীর এই যে ভূধর
নদী জপমালা ধৃত প্রান্তর
হেথায় নিত্য হের পবিত্র ধরিত্রীরে
এই ভারতের মহামানবের সাগরতীরে

খ) হেথা একদিন বিরামবিহীন
………একটি বিরাট হিয়া।

৩। কবি সত্যেন্দ্রনাথ দত্তের "আমরা" কবিতা কেন ভাল কাগে এই সম্বন্ধে কয়েকটি কারণ নিচে দেওয়া হয়েছে, তারমধ্যে যে যে গুলি তোমার পক্ষে সত্য তার পাশের বন্ধনীতে √ চিহ্ন দাও :—

ক) কবি বাংলাদেশর রূপের খুব সুন্দর একটি চিত্র দিয়েছেন। ( )
খ) কবিতাটি পড়ে' বাংলাদেশকে ভারতের সর্বশ্রেষ্ঠ দেশ বলে' মনে হয়। ( )
গ) বাঙালীর প্রাচীন গৌরব আমাদের হৃদয়ে গৌরববোধ আনে। ( )
ঘ) কবিতাটি পাঠে আমাদের পরাধীনতার জন্য গ্লানি জন্মায়। ( )
ঙ) কবিতাটির ছন্দোমাধুর্য অনুপম। ( )
চ) কবিতাটি পড়ে আমাদের বিদেশী শিক্ষা ও সভ্যতার প্রতি অবজ্ঞা জন্মায়। ( )
ছ) কবিতাটি পড়ে ইতিহাস ভূগোল ও জ্ঞানবিজ্ঞান সম্বন্ধে অনেক কথা জানতে পারি। ( )
ঝ) কবিতাটি পড়ে বুঝতে পারি যে বাঙালী জাতি কারো সাহায্য বিনাই উন্নতি করেছিল। ( )

অঞ্জলি বসু—নিবেদিতা বালিকা বিদ্যালয়,
ধুবুলিয়া।

দশম শ্রেণি ঃ— **গদ্য প্রতিভা** , **(পাঠসংকলন)**

লেখক ঃ **রাজকৃষ্ণ মুখোপাধ্যায়।**

উদ্দেশ্য ঃ—১। পাঠ, অর্থবোধ, উল্লিখিত বিষয়বস্তুর জ্ঞান অর্জন।

২। রাজকৃষ্ণ মুখোপাধ্যায়ের রচনার সহিত পরিচয়।

৩। বাংলার তথ্যমূলক প্রবন্ধ সাহিত্যের সহিত পরিচয় ও মাতৃভাষার মাধ্যমে চিন্তা ও যুক্তিমূলক বিবিধ বিষয়ের আলোচনার অভ্যাস।

৪। বিমূর্ত ভাববোধের সহায়তা করা।

৫। বাংলাসাহিত্যের গম্ভীর দিকের সহিত পরিচয়দ্বারা বৃহত্তর আলোচনার দিকে অগ্রসর করা।

ক—প্রবন্ধমূলক

প্রশ্নের ধারা ঃ— বিষয়নিষ্ঠ

১। নিম্নলিখিত সূত্রানুসারে সংক্ষিপ্ত একটি রচনা লেখ ঃ—
ক) ভূমণ্ডলে যে সকল লোক প্রাধান্য লাভ করেন তাঁদের কয়দলে ভাগ করা যায় একটি বাক্যে লেখ।
খ) একেক ছত্রের মধ্যে প্রত্যেকটি দলের বৈশিষ্ট্যের পরিচয় দাও।
গ) কার্যক্ষম লোক বা দক্ষ ব্যক্তি কি কি করতে পারেন দুটি ছত্রে লেখ।
ঘ) প্রতিভাবান ব্যক্তির বৈশিষ্ট্য কি একটি বাক্যে বুঝিয়ে দাও।

২। নিচের প্রত্যেকটি প্রশ্নের উত্তর একেক ছত্রে দিয়ে একটি অনুচ্ছেদ রচনা কর ঃ—
ক) কারা ভগবানের পালনী শক্তি পেয়েছেন?
খ) কারা বিধাতার সৃষ্টিশক্তি পেয়েছেন?
গ) পালনী শক্তির দ্বারা কি করা সম্ভব?
ঘ) সৃজনী শক্তির দ্বারা কি করা সম্ভব?

৩। "পূর্বকালে প্রতিভাশালী ব্যক্তিগণ দেবানুগৃহীত বলিয়া গণ্য হইতেন"—এই দেবানুগ্রহের দুইটি দৃষ্টান্ত নিয়ে দুইটি অনুচ্ছেদ রচনা কর। এই উক্তির পক্ষে ও বিপক্ষে যে যে যুক্তি জান তা একেক ছত্রে লেখ।

৪। প্রতিভাশালী হ'তে হ'লে দেবানুগ্রহই একমাত্র সম্বল কিনা, অথবা অন্য গুণেরও প্রয়োজন? সেই গুণগুলির কথা একেক ছত্রে লেখ।

৫। "প্রতিভা শিক্ষানিরপেক্ষ"—"প্রতিভা অভ্যাস বা মনোযোগমাত্র" এই দু'টি যুক্তির কোনোটিকে কি তুমি পুর্ণভাবে স্বীকার কর? যদি না কর তো এদের সংগে প্রতিভার প্রভেদ কি এবং কোনো যোগাযোগ আছে কিনা একেক ছত্রে লেখ।

৬। "তুমি আমি সকলেই কালিদাস বা আর্যভট্ট, সেক্সপিয়ার বা নিউটন"—হ'তে পারবনা কেন? তাঁদের সংগে আমাদের পার্থক্য বুঝিয়ে দাও।

খ—বিষয়মুখী প্রশ্ন।

১ বন্ধনীর মধ্যে কতকগুলি শব্দ দেওয়া হয়েছে তাদের মধ্য থেকে উপযুক্ত শব্দ নির্বাচন করে' নিচের প্রশ্নগুলির উত্তর দাও :—(পণ্ডিত, জ্ঞানী, কার্যক্ষম, প্রতিভাশালী, বিজ্ঞানবিদ্ , দক্ষ, পারদর্শী, কবি, দার্শনিক।)

ক) কারা অন্যনির্মিত কল দেখে অনুরূপ গড়তে পারেন ?—

খ) কারা অন্যাবিষ্কৃত তত্ত্ব স্মরণ রাখতে পারেন ?—

গ) কারা অন্যোদ্ভাবিত ভাবে অলংকৃত হতে পারেন ?—

ঘ) কারা পুরাতন জ্ঞান ও কর্মপ্রণালীতে সুপরিপক্ব ?—

ঙ) কারা অন্যনির্দিষ্ট কর্মে বিলক্ষণ দক্ষতা দেখাতে পারেন ?—

চ) কারা ভেঙেচুরে নূতন করে' গড়তে পারেন ?—

ছ) কারা অভিনব প্রকার সৃষ্টি বা আবিষ্কার করতে পারেন ?—

২। নিচে প্রতিভার অনেকগুলি গুণের উল্লেখ করা হয়েছে তার মধ্যে যেগুলি বা যেটি প্রযোজ্য তার পাশের বন্ধনীতে ✓ চিহ্ন দাও :—

প্রতিভা—শিক্ষানিরপেক্ষ ( )
দেবদত্ত শক্তি ( )
স্বাভাবিক শক্তি ( )
যত্ন মাত্র ( )
মনোযোগ বা
অভ্যাস মাত্র ( )

৩ উপযুক্ত শব্দ দিয়ে নিচের বাক্যগুলির শূন্যস্থান পূর্ণ কর :—
দেবদত্ত শক্তি, স্বাভাবিক শক্তি, যত্ন, অভ্যাস বা মনোযোগ প্রতিভার —— মাত্র। ইহারা কোনোটিই —— নয়, তবে প্রতিভার বিকাশে —— করে।

যে বারবার অনুষ্টুপ্ লিখে সে সহজে ——— পারিবে কিন্তু ——— হইতে পারিবে না।

অঞ্জলি বসু, নিবেদিতা বালিকা বিদ্যালয়,

ধুবুলিয়া।

নবম শ্রেণি :— বিষয়—কবিতা—কাশীরামদাস (মাইকেল মধুসূদন দত্ত।)

উদ্দেশ্য :— ১। পাঠ এবং ভাব ও অর্থবোধ।

২। মধুসূদনের কাব্য ও কাব্যরীতির পরিচয়লাভ।

৩। সনেটের কাব্যরূপদর্শন।

৪। বাংলা সাহিত্যে মধুসূদন ও কাশীরামদাসের অবদানের উপলব্ধি।

৫। বাংলার শ্রেষ্ঠ কাব্যসাহিত্যের পরিচয়লাভ।

৬। সাহিত্যোপভোগজাত সহিত্যপ্রীতির উন্মেষ।

প্রশ্নের ধারা :—

প্রশ্নমালা—ক (বিষয়মুখী)

১। নিচের প্রত্যেকটি প্রশ্নের ধারাবাহিকভাবে উত্তর দিয়ে এক থেকে দেড় পৃষ্ঠার মধ্যে একটি রচনা লেখ।
(ক) জাহ্নবী কেমন শিবের জটায় ছিলেন তেমনি ব্যাসের মহাভারত কোথায় ছিল ?
(খ) সেই অবস্থায় বংগবাসী কি করত ? কিসের তৃষ্ণায় আকুল হ'ত ?
(গ) কে, কি-ভাবে গংগাকে মর্ত্যে আনেন ? তাঁর কাজের সংগে কাশীরামদাসের কাজের কি ভাবে তুলনা করা যায় ?
(ঘ) গংগার মর্ত্যে আগমনের ফল আর মহাভারতের বাংলায় অনুবাদের ফলের কি কি মিল ?

২। ভগীরথকে কোন তিনটি কাজের জন্য "নরকুলধন" বলা হয়েছে ? একেকটি বাক্যরচনা করে' একেকটি কাজের কথা বল। সেগুলির সংগে তুলনীয় কোন কোন কাজের জন্য কাশীরামদাস পুণ্যবান ? একেকটি বাক্যে কয়েকটি কাজের কথা বুঝিয়ে দাও।

৩। "মহাভারতের কথা অমৃত সমান" – কেন ? বাক্যরসের দিক দিয়ে, আধ্যাত্মিক মুক্তির দিকদিয়ে, ভাষার উন্নতির দিকদিয়ে ? প্রত্যেকটি বিষয়ে দুইটি বাক্য রচনা কর।

প্রশ্নমালা—ক (বিষয় নিষ্ঠ)

১। নিচের প্রত্যেকটি প্রশ্নের দুটি করে' উত্তর দেওয়া হয়েছে, যেটি ঠিক তার চারিদিকে বৃত্ত এঁকে দাও -

(ক) "চন্দ্রচূড়জটাজলে আবদ্ধ ছিলেন কে ? জাহ্নবী। ভারতরস।
(খ) কে কঠোরভাবে গঙ্গার পূজা করেছিলেন ? দ্বৈপায়ন। ভগীরথ।
(গ) কাশীরামদাস কি করেছিলেন ? গঙ্গাকে মর্ত্যেএনে ছিলেন। বংগে ভারতরসের স্রোত এনেছিলেন।
(ঘ) গঙ্গাকে মর্ত্যে আনার ফল কি হ'ল ? ত্রিভুবন পবিত্র হ'ল। গৌড়ের তৃষ্ণা মিটলো।
(ঙ) ভারতরসের স্রোতে কি হ'ল ? সগরবংশের মুক্তি হ'ল। গৌড়ের তৃষ্ণা মিটলো।
(চ) কবীশদলে কে পুণ্যবান ? কাশীরাম দাস। ভগীরথ।

২। নিচে "কাশীরামদাস" কবিতাটি মাঝে মঝে ফাঁক রেখে উদ্ধৃত করা হয়েছে, ঠিক পদ বসিয়ে শূন্য স্থানগুলি পূর্ণ কর :—

"চন্দ্রচূজটাজালে আছিলা যেমতি
—, ভারতরস ঋষি—
ঢালি — হ্রদে রাখিলা তেমতি,
তৃষ্ণায় আকুল — করিত রোদন।
কঠোরে গংগায় পূজি — ব্রতী
(স্বধন্য — ভবে, নরকুলধন !)
—বংশের যথা সাধিলা মুকতি,
পবিত্রিলা আনি মায়ে এ—ভুবন,
সেইরূপে — খননি স্ববলে
—স্রোতঃ আনিয়াছ তুমি
জুড়াতে — তৃষা সে বিমল জলে।
নারিবে শোধিতে ধার কভু —ভূমি।
—কথা অমৃত সমান
হে — ! কবীশদলে তুমি পুণ্যবান।

রেখা গঙ্গোপাধ্যায়

অষ্টম শ্রেণি **বিষয় — বর্ষাসুন্দরী।**

উদ্দেশ্য : ১। পাঠ ও অর্থবোধ।

২। বাংলাদেশের বর্ষাকালের প্রাকৃতিক সৌন্দর্যের বর্ণনার উপভোগ।

৩। কবি মানকুমারী বসুর কবিতার সংগে পরিচিতি।

৪। বাংলা ভাষার প্রকৃতিবিষয়ক কাব্য সাহিত্যের পরিচয় লাভ'

৫। সাহিত্যোপভোগজাত সাহিত্যপ্রীতির উন্মেষ

প্রশ্নের ধারা : প্রশ্নমালা — ক (রচনামূলক)

। বর্ষাসুন্দরী কবিতার বর্ষাবর্ণনার একটি চিত্ররূপ দাও।

। কবি কাকে রানি বলেছেন ? রানি কি কি অলংকারের বর্ণনা করেছেন ? স্নেহের মুখ কেন বলেছেন ?

৩। বর্ষার আগমনে কোন কোন পশুপক্ষী কিরূপ ব্যবহার করে ? পৃথিবীর ও আকাশের কি অবস্থা হয় ? মানুষের প্রাণে কি ভাবের উদয় হয় ?

৪। "ব্রহ্মাণ্ড ডুবায়ে যেন প্রেমের তুফান চলে" — প্রাকৃতিক দৃশ্যের বৃষ্টি ও প্লাবন মানুষের মনে কি কি রূপ ধারণ করেছে ?

প্রশ্নমালা—খ (বিষয়মুখী)

১। নিচে বাঁদিকে কতকগুলি শব্দ আর ডানদিকে প্রত্যেকটির বিষয়ে দু'টি করে শব্দ দেওয়া হয়েছে। বর্ষাসুন্দরী কবিতা অনুসারে যেটি ঠিক তার চারপাশে বৃত্ত অংকিত করে দাও।

আননে — বিজলীহাসি। কেতকীছটা।
মেঘে — আনন্দভরা / গুরুগরজন
উথলিছে — গংগাপদ্মা। স্নেহের মুখ।

২। বর্ষাসুন্দরী কবিতা থেকে অংশ উদ্ধৃত করে' নিচের প্রশ্নগুলির উত্তর দাও —

রাত-দিন কি শব্দ শোনা যায় ?
রানির সাজ কেমন ?
রানির গলায় কি গহনা ?
রানির আঁচলে কিসের ছটা ?
কে নাচে ?
কে গায় ?
বসুধা কি করে ?
কারা উথলে উঠছে ?
প্রাণে কি ধরেনা ?
ধরার কি হ'ল ?
মানুষের প্রাণে কি হ'ল ?
প্রকৃতি কিসে মুখ ঢেকেছে ?

নবম শ্রেণি **বিষয় :—কবিতা। আত্মবিলাপ** (মধুসূদন দত্ত)

উদ্দেশ্য : ১। পাঠ ও অর্থ বোধ।
২। মধুসূদনের কাব্যের সহিত পরিচয়।
৩। কবিজীবনের নৈরাশ্যবোধের পরিচয়।
৪। লিরিক কবিতার ব্যক্তিগত স্থর ও সংগীতধর্মিতার উপলব্ধি।
৫। উপমা ও চিত্রকল্পের অনুভব।
৬। কাব্যপ্রীতির উন্মেষ।

প্রশ্নধারা **প্রশ্নমালা ক** (রচনামূলক)

১। আত্মবিলাপ কবিতায় কবি মধুসূদন দত্ত জীবনের কোন কোন বিষয়ের বঞ্চনার কথা বলেছেন? (দশ পংক্তির মধ্যে আলোচনা কর।)

২। কবিজীবনের ব্যর্থতাবর্ণনার জন্য কিসের কিসের উপমা ব্যবহার করা হয়েছে? উপমাগুলি কতটা সার্থক হয়েছে?

৩। আত্মবিলাপ কবিতার মূলস্থর কি! এই স্থর কবিতার কোন কোন অংশে সর্বাপেক্ষা স্থন্দর ধ্বনিত হয়েছে? উদ্ধৃতি দিয়ে দেখিয়ে দাও।

প্রশ্নমালা খ (বিষয়মুখী)

প্রত্যেক প্রশ্নের দু'টি করে' উত্তর দেওয়া হয়েছে; যেটি ঠিক মনে হয় তার চারপাশে বৃত্ত এঁকে দাও —

১। কালসিন্ধু পানে ধাবিত জীবনকে ফেরানো — সম্ভব/অসম্ভব।
২। নীরবিন্দু দুর্বাদলে নিত্য ঝলমল — করে/করেনা।
৩। অম্বুবিম্ব সদ্য অম্বুমুখে পতিত — হয়/ হয়না।
৪। ক্ষণপ্রভা প্রভাদানে বাড়ায় — আলো/আঁধার।
৫। প্রেমের নিগড়ের ফল হয় — আনন্দ/প্রেরণা।
৬। কবি ভুলেছিলেন আশার — ছলনায়/প্রেরণায়।

নবম : শ্রেণি **বিষয় : কবিতা — জন্মভূমি**

উদ্দেশ্য

১। পাঠ ও অর্থবোধ।
২। বাংলাদেশের গ্রামের চিত্র উপভোগ।
৩। চিত্রধর্মী কবিতার রসোপলব্ধি।
৪। বর্তমান কবিতাটির বিশেষত্ব সম্বন্ধে সচেতনতা।
৫। সাহিত্যোপভোগের দ্বারা সাহিত্যপ্রীতির উন্মেষ।
ফলশ্রুতি :—উপরিউক্ত উদ্দেশ্যসমূহের অনুসারে।

প্রশ্নমালা ক (বিষয়নিষ্ঠ)

১। কবির গ্রামের শেষপ্রান্তে ও পূর্বদিকে কি কি আছে? রাখালবালকেরা কোথায় জটলা করে?
২। কবির জন্মভূমির পথ কিরূপ? পথে চলতে গেলে কি কি অস্থবিধা ভোগ করতে হয়?
৩। কবির জন্মভূমির গ্রামে কি কি পাখি আছে? তারা কোথায় উড়ে বেড়ায়?
৪। কবির জন্মভূমিতে পানীয় জলের উৎস কি? সমস্ত বৎসর জল পাওয়ার পক্ষে কোনো বাধা আছে কি?
৫। কবির গ্রামে কি কি নেই? তবুও আর কি কি আছে?
৬। নিজ গ্রামের কাছে এলে কবির কিরূপ ভাব হয়? কেন হয়?

প্রশ্নমালা খ — (বিষয় মুখী)

বাঁদিকে কতকগুলি প্রশ্ন দেওয়া আছে। ডানদিকে প্রত্যেক প্রশ্নের একাধিক উত্তর দেওয়া হয়েছে। প্রত্যেক ক্ষেত্রে ঠিক উত্তরটির পাশের বন্ধনীতে ✓ চিহ্ন দিয়ে দাও :—

জন্মভূমি কবির হৃদয় হরণ করেছে কেন ?	সেখানে পথের পাশে ঘুঁটে ছাইয়ের গাদা আছে	( )
	সেখানে বাপের স্নেহ, মায়ের আদর আছে।	( )
কবির জন্মভূমিতে কি কি আছে ?	পদ্মদিঘি ( ), ডোবা ( ), পাঠশালা	( )
	রাজার প্রসাদ ( ), জর ( ), দারিদ্র্য	( )

২। এক কথায় প্রত্যেক প্রশ্নের উত্তর দাও :—

"স্বর্গ শোভা তবু সেথায়" কোথায় ?—

"সেথায় আমার হৃদয় খানি গেছে চুরি" কার ?—

নবম শ্রেণি : **বিষয় : গদ্য "সাগর সংগমে নবকুমার"**

১। পাঠ, অর্থবোধ ও আলোচনা।
২। তৎকালীন দেশ ও সামাজিক অবস্থার চিত্রদর্শন।
৩। বংকিমচন্দ্রের সাহিত্যের পরিচয়লাভ।
৪। উপভোগের দ্বারা শ্রেষ্ঠ সাহিত্যের প্রতি ঔৎসুক্য সৃষ্টি।

প্রশ্নমালা ক — (বিষয়নিষ্ঠ)

১। নবকুমার কতদিন পূর্বে গংগাসাগরে গিয়াছিলেন ? সেই সময়ে যাত্রিবাহী নৌকাগুলি দলবদ্ধ হইয়া যাতায়াত করিত কেন ? নবকুমারদের নৌকা কিরূপে দলছাড়া হইয়াছিল ?

২। বৃদ্ধ যাত্রীটি বাড়ি ফিরিবার জন্য ব্যস্ত হইয়াছিলেন কেন ? নবকুমার কেন মনে করেন যে বৃদ্ধের আসা উচিত হয় নাই ? বৃদ্ধ তাঁহার স্বপক্ষে কি যুক্তি দেখাইয়াছেন ? নবকুমার কিরূপে সে যুক্তি খণ্ডন করিলেন ? তিনি নিজেই বা কেন গংগাসাগরে গিয়াছিলেন ?

৩। নাবিকদের ভয়ার্ত কণ্ঠস্বর শুনিয়া কে নৌকার বাহিরে আসিয়াছিলেন ? তিনি বাহিরে আসিয়া কি দেখিলেন ? তিনি বাহিরের অবস্থা সম্বন্ধে সবিশেষ কাহাকে বলিলেন ? তাহার ফল কি হইল ? তিনি নাবিকদিগকে কি করিতে বলিলেন ? নৌকার আরোহীরা সেই সময়ে কি করিতেছিল ?

৪। "রোদ উঠেছে·········ডাঙ্গা" :—এই উক্তি কাহারা, কখন করিয়াছিল ? রোদ উঠিলে তাহারা কি দেখিল ? তাহাদের কি ধারণা হইল ?

৫। নদীতীরে পাকাদি সমাপন করিবার প্রস্তাব কাহারা, কেন, করিয়াছিল ? পাকের উদ্যোগ করিতে যাইয়া কি অসুবিধার সম্মুখীন হইতে হইয়াছিল ? এই অসুবিধা দূর করিবার ভার কাহার উপর দেওয়া হইয়াছিল ?

৬। কাষ্ঠ সংগ্রহ করিয়া ফিরিতে বিলম্ব হইবার কারণ কি ? বিলম্ব দেখিয়া নৌকারোহীদের কি ধারণা হইয়াছিল ? তাহারা কাষ্ঠ সংগ্রহকারীকে ফেলিয়াই দেশের দিকে যাত্রা করিয়াছিল কেন ? তুমি কি তাহাদের এই কাজকে সমর্থন কর ? লেখক এ সম্বন্ধে যে মন্তব্য করিয়াছেন তুমি কি তাহার সহিত একমত ?

প্রশ্নমালা গ (বিষয়মুখী)

নিচে বাঁদিকে দুইটি প্রশ্ন দেওয়া হইয়াছে আর ডানদিকে প্রত্যেক প্রশ্নের দুইটি করিয়া উত্তর দেওয়া হইয়াছে। যে প্রশ্নের যে উত্তর সঠিক তাহার পাশের বন্ধনীতে ✓ চিহ্ন দাও।

১। মাঝি, আর, কতদূর যেতে পারিব ? নবীন ( )
কে এই প্রশ্ন করিয়ছিলেন ? প্রবীণ ( )

২। "খাবার সময় বুঝা যাবে ?" নাবিক ( )
কে এই কথা বলিয়াছিলন ? নবকুমার (

নিচের রেখাংকিত স্থানে স্থানে এককেটি মাত্র শব্দ বসাইয়া প্রশ্নগুলির উত্তর দাও - -

১। "কেনারায় পড়......পড় !" - কে ?

এই উক্তি করিয়াছিলেন - কখন ?

২। সেই কেবল কাঁদিল না ! কে ?

৩। " একবাক্যে কোলাহল করিয়া কাহারা ?
কহিতে লাগিল" রোগ উঠেছে !
রোদ উঠেছে ! ঐ দেখ ডাঙা "

কল্যাণী সেনগুপ্ত।

অষ্টম শ্রেণি **কবিতা :--জীবন ও সূর্য** (কাজি নজরুল ইসলাম।)

উদ্দেশ্য - ১। পাঠ, অর্থবোধ, রসোপলব্ধি।
২। জীবনের সংগে সূর্যের তুলনার সার্থকতাবোধ।
৩। কাজি নজরুল ইসলামের রচনার সহিত পরিচয়লাভ।
৪। কাব্যানুরাগের বৃদ্ধি।
৫। আদর্শ জীবনের ধারণা দিয়ে উচ্চাকাংক্ষার অনুপ্রেরণ।

প্রশ্নমালা ক - - (বিষয়নিষ্ঠ)

১। নিম্নলিখিত প্রত্যেকটি প্রশ্নের উত্তর ধারাবাহিক ভাবে দিয়ে একটি অনুচ্ছেদ রচনা কর।
—এই কবিতায় কে, কাকে সম্বোধন করেছেন ?
—কি বলে সম্বোধন করেছেন ?
— তাঁর ওঠার সংগে প্রকৃতির অবস্থা কেমন হয় ?
— উর্ধ্ব ওঠার সংগে সংগে কি হয় ?
— তাঁর অস্তগমনের সংগে সংগে ত্রিলোকের অবস্থা কিরূপ হয় ?

২। নিচের প্রশ্নগুলির উত্তর পৃথক্ একটি বা দুইটি বাক্যের মধ্যে দাও :
(ক) শৈশবকালের সংগে সূর্যের কোন অবস্থার তুলনা করা যেতে পারে ?
(খ) উর্ধ্বলোক বলতে আমরা কি বুঝি ?
(গ) কি-ভাবে সেইলোক আমাদের কাছে আসতে পারে ?
(ঘ) আলোকের আগমনে কি হয় ?
(ঙ) পৃথিবীর আঁধার বলতে আমরা কি বুঝি ?
(চ) কি করে' তা দূর হ'তে পারে ?
(ছ) সূর্যের প্রচণ্ড তাপে কিরূপ অবস্থা হয় ?
(জ) তেজোদ্দীপ্ত মানুষের দ্বারা কি দগ্ধ হ'তে পারে ?
(ঝ) তাঁদের আহ্বানে কারা ছুটে আসবে ?
(ট) কি ভাবে আদর্শ মানুষ হওয়া যায় ?
(ঠ) এইরূপ শৌর্যবীর্যপূর্ণ কাজ জীবনের কোন সময়ে সম্ভব ?
(ড) জীবনের এইকাল সূর্যের কোন অবস্থার সহিত তুলনীয় ?

(ণ) আদর্শ মানুষের জন্য মাংগলিক গাইবে কে ? কি ভাবে ?

(ত) সূর্যাস্তের পর পৃথিবীর অবস্থা কিরূপ হয় ?

(থ) মহৎ লোকের মৃত্যুকে পৃথিবীবাসী কিভাবে গ্রহণ করবে ?

(দ) সূর্য কিরূপ লোকের সংগে তুলনীয় ?

প্রশ্নমালা—খ (বিষয়মুখী)

১। নিচের প্রত্যেকটি প্রশ্নের পাশে কয়েকটি করে' উত্তর দেওয়া আছে, যে উত্তরগুলি ঠিক সেগুলির পাশের বন্ধনীতে √ চিহ্ন দাও।

(ক) কবিতাটিতে কাকে সজীবরূপে কল্পনা করা হয়েছে ?
- মানুষকে। ( )
- সূর্যকে। ( )
- কবিকে। ( )

(খ) কবিতাটিতে মানুষকে কি হ'তে উদ্বুদ্ধ করা হয়েছে ?
- বীর হ'তে। ( )
- প্রেমিক হ'তে। ( )
- দেশ জয় করতে। ( )

২। বাঁদিকে কতকগুলি অসম্পূর্ণ উদ্ধৃতি দেওয়া হয়েছে। ডানদিকে তাদের আগের বা পরের অংশগুলি এলোমেলো ভাবে ছড়ানো রয়েছে। বাঁদিকে বাক্যাংশের পাশের বন্ধনীগুলিতে ডানদিকের স্তম্ভ থেকে যার যার বাকি অংশের নম্বর গুলি বসাও—

তোমার জীবন এমনি হবে	( ) —	(১) ত্রিজগতের দুঃখ শোক।
তোমার শক্তি তপস্যাতে	( ) —	(২) দেশের, জাতির লজ্জা, গ্লানি, কলংক ও অপমান।
তোমার আলোক ঘুচিয়ে দেবে	( ) —	(৩) তেমনি মানুষ এই ধরার।
তোমার তেজে দগ্ধ হবে	( ) —	(৪) যুক্তকরে বিশ্বভুবন।
তোমার ডাকে আসবে ছুটে	( ) —	(৫) শৈশবে আনন্দময়।
তুমিই হবে সেই সে মানুষ	( ) —	(৬) আসবে কাছে উর্ধ্বলোক।
গাইবে তোমার মাংগলিক	( ) —	(৭) অধ্যবসায়, তপস্যায়।
হারিয়ে তোমায় কাঁদবে শোকে	( ) —	(৮) যে-সব আত্মঅবিশ্বাসী ভয়ের গুহায় লুকিয়ে রয়।

অরুণা চৌধুরী

নবম শ্রেণি, **বাংলা কবিতা "আমরা"** — (সত্যেন্দ্র নাথ দত্ত)

১। পাঠ, মর্মগ্রহণ ও সৌন্দর্যোপলব্ধি।

২। বাংলাদেশ তথা বাঙ্গালী-জাতির প্রাচীন গৌরব বোধ।

৩। বাংলাদেশের ভৌগোলিক ও ঐতিহাসিক তথ্য অবলম্বনে চিত্রিত কাব্যরূপটির উপভোগ।

৪। কবি সত্যেন্দ্রনাথ দত্তের কাব্যের সহিত পরিচিতি।

৫। বাংলা কাব্য পাঠে অনুরাগবৃদ্ধি।

প্রশ্নমালা ক - (বিষয়নিষ্ঠ)

১। গংগার বেণী কোথায় মুক্ত হয়েছে ? সে কাকে মুক্তি বিতরণ করছে ?

বাংলাদেশের তিনটি তীর্থের নাম উল্লেখ করে' তাদের বিশেষত্বের বিষয় অল্পকথায় ব্যক্ত কর।

২। বংগকে "বরদ" ও "বাঞ্ছিতভূমি" কেন বলা হয়েছে দুইটি অনুচ্ছেদে বর্ণনা কর।

(৩৪ পৃষ্ঠার নিচে)

বাংলাশিক্ষার দুটি পরিকল্পনা

শ্রেণি :—অষ্টম।

সমস্যা :— ছাত্রীদের রচনায় চলিত ও সাধুভাষার মিশ্রণ ও অন্যান্য গঠনজনিত দোষ অত্যন্ত বেশি ঘটে।

অনুমিত কারণ :— পাঠে আকর্ষণের অভাবজনিত অমনোযোগ। বাক্যগঠনে ও রচনালেখায় অনভ্যাস ব্যাকরণজ্ঞানের অভাব।

অনুমিত সমাধান :—
১। ছাত্রীদের ভুলের বিশ্লেষণ করে প্রধান প্রধান ভুলগুলি বেছে নিতে হবে।
২। শ্রেণির পাঠ সম্পর্কে মৌখিক ও লিখিতভাবে বাক্যগঠনের অভ্যাস করাতে হবে।
৩। ছবি দেখিয়ে বর্ণনা করাতে হবে।
৪। মুখে মুখে ভ্রমসংশোধন করে বোর্ডে লেখাতে হবে।
৫। ছাত্রীদের নিজেদের দিয়ে পরস্পরের ভ্রমসংশোধন করাতে হবে।

কাজের পরিকল্পনা :—
১। শ্রেণিপাঠনার সময়ে প্রতিদিন পাঠের শেষের দশমিনিট সময়ে পঠিত বিষয়ের অবলম্বনে বিতর্ক, আলোচনা, রচনা প্রভৃতির দ্বারা ভ্রমসংশোধন।
২। শ্রেণির দেয়ালপত্রী ও হাতেলেখা পত্রিকার প্রকাশ করে প্রত্যেক ছাত্রীকে অংশগ্রহণ করানো।
৩। বাক্যগঠন ও সম্প্রসারণমূলক নানা খেলা খেলানো।

মূল্যায়ন :— পরিকল্পনাটি প্রথমে অষ্টমশ্রেণির একটি শাখায় গৃহীত হবে। বিদ্যালয়ের বিভিন্ন পরীক্ষায়এই শাখাটির ছাত্রীরা অন্যান্য শ্রেণির তুলনায় এবং নিজেদের আগেকারের পরীক্ষাফলের তুলনায় বেশী ভাল ফল লাভ করেছে কিনা দেখতে হবে।

বীথিকা সিংহ

শ্রেণি :— অষ্টম (খ শাখা)

বিষয় :— বাংলা ব্যাকরণ, কৃৎ ও তদ্ধিত প্রত্যয়, বাংলা ও সংস্কৃতসম।

সমস্যা :— আগ্রহের অভাব, বুঝতে কঠিন লাগা।

বিশ্লেষণ :— সম্ভবত নিম্নলিখিত কয়েকটি কারণে সমস্যাটির উদ্ভব হয়েছে :—

(ক) শিক্ষিকা শ্রেণিতে উপযুক্ত পরিবেশ সৃষ্টি করতে পারেন না।

(খ) গতানুগতিক নীরস পদ্ধতিতে পাঠদান করা হয়।

(গ) অপরিচিত শব্দের উদাহরণ দিয়ে ,, ,, ,,

(ঘ) সংস্কৃতজ্ঞানের অভাবে সংস্কৃতসম প্রত্যয়গুলি কঠিন লাগে।

(ঙ) মূল শব্দ ও ধাতুজ্ঞানের অভাবে প্রত্যয়গুলির প্রকৃতি বুঝতে পারে না

(চ) শ্রেণির পক্ষে অনেক ছাত্রীরই বয়স কম অথবা মানসিক পরিণতির অভাব থাকে :—

অনুমান :—নিম্নলিখিত উপায়গুলি অবলম্বন করলে সমাধান হওয়া সম্ভব :

(ক) খেলার মাধ্যমে শব্দ গঠনের প্রতিযোগিতার দ্বারা ও হাস্যরসাত্মক রচনার সাহায্যে আনন্দ ও আগ্রহজনক পরিবেশ সৃষ্টি করা।

(খ) আরোহপদ্ধতির প্রয়োগ, চার্ট, ছবি, প্রভৃতির ব্যবহার ছাত্রীদের বাক্যগঠনে উৎসাহদান। পুনরালোচনার সময়ে নূতন নূতন পদ্ধতির ব্যবহার প্রভৃতির দ্বারা শিক্ষণপদ্ধতির সংস্কার করা।

(গ) পাঠ্যবিষয়ে স্বাধীনভাবে পঠিত সাহিত্যবস্তু ও পরিপার্শ্ব থেকে শব্দ সংগ্রহ করিয়ে ও স্বলিখিত রচনায় কৃৎ ও তদ্ধিতান্ত পদের ব্যবহারের প্রতি দৃষ্টি আকর্ষণ করিয়ে পরিচিত শব্দের ব্যবহারের ভিত্তিস্থাপন করা।

(ঘ) সংস্কৃত শ্রেণির পাঠ্যবস্তুর সংগে যোগস্থাপন করা।

(ঙ) ছাত্রীদের সহায়তায় ধাতুর মূল বিশ্লেষণ করা।

(চ) চিত্রমূলক চার্টের ব্যবহারে কম মানসিক পরিণতিসম্পন্ন ছাত্রীদের কাছে বিষয়টি প্রাঞ্জল করা এবং আরোহপাঠের মধ্যে দিয়ে তাদের যুক্তি ও চিন্তাশক্তির প্রয়োগের অভ্যাস করানো।

পরিকল্পনা ও কার্যক্রম :— ব্যাকরণের প্রত্যেক পাঠে উপরিউক্ত পদ্ধতি ও উপায়সমূহের প্রয়োগ করা হবে। বিশেষ পুনরালোচনামূলক কাজের জন্য সপ্তাহে এক বা অন্ততপক্ষে মাসে দুই তিন দিন নির্দিষ্ট করা হবে। পরিকল্পনার সাফল্যের জন্য শ্রেণিতে যাঁরা বাংলা ভাষা ও সাহিত্যের পাঠ্যক্রমের অন্যান্য অংশ পড়ান তাঁদের সাহায্য নিতে হবে। অন্যান্য শ্রেণির পাঠ্যে ব্যবহৃত প্রত্যয়ান্ত পদগুলি সংগ্রহ করতে হবে এবং ছাত্রীরা এবিষয়ে কি কি প্রকারের ভুল করে' তার তালিকা অন্য শিক্ষিকাদের কাছে নিতে হবে। পুনরালোচনার নির্দিষ্ট ঘণ্টায় কৃত্তদ্ধিতের আলোচনার জন্য মাঝে মাঝে দশ মিনিট করে' সময় দিতে হবে।

মূল্যায়ন :— আশা করা যায় যে খেলার ছলে, পরিচিত বিষয়ের অবলম্বনে বস্তুভিত্তিক আরোহপদ্ধতিতে পড়ায় ছাত্রীদের ব্যাকরণ পাঠ সহজ হবে ও তাতে আগ্রহ জন্মাবে। কৃত্তদ্ধিতের জ্ঞানবৃদ্ধির ফলে তাদের বানান ভুল কমবে এবং শব্দসম্ভার ও প্রকাশসৌকর্য বৃদ্ধি পাবে। অষ্টম শ্রেণির যে শাখায় (খ) পরিকল্পনাটি গৃহীত হবে তার সংগে অন্য শাখার পরীক্ষার ফল ও ক্লাস ও বাড়ির কাজের তুলনা করে' শ্রেণিগতভাবে এদের মানোন্নয়ন হ'ল কিনা দেখতে হবে।

এই শাখারই পূর্ববৎসরের কাজের মানের সংগে তুলনা করলেও শ্রেণিগত মানের উন্নতি সম্বন্ধে ধারণা হবে। প্রত্যেকটি ছাত্রী আগে কিরকম ভুল করতো ও বর্তমানে কি করে' তার তুলনার দ্বারা ব্যক্তিগত মানেরও পরিমাপ করা যাবে।

অরুণা চৌধুরী
মিশন গার্লস উচ্চতর মাধ্যমিক বিদ্যালয়।
মেদিনীপুর।

বাংলা শেখা ও শেখানোর সমস্যা

(১৯৬১ সালের বাৎসরিক শিক্ষাসপ্তাহের সংশ্লিষ্ট ৯ই ও ১০ই তারিখের আলোচনার সংক্ষিপ্তসার)

মুরলীধর বালিকাবিদ্যালয়ের বাংলা সাহিত্যের শিক্ষিকা শ্রীসুধা ঘোষ কতকগুলি সমস্যার উত্থাপন করে আলোচনার সূত্রপাত করেন। তাঁর মতে আজকালকার ছাত্রছাত্রীদের মাতৃভাষার অধিকার অত্যন্ত কম হওয়ায় ইংরেজির মতো বাংলা শিক্ষার ক্ষেত্রেও মানের সমস্যা গুরুতর হয়েছে। মানের নিম্নতার জন্য অনেক ছাত্রছাত্রী অকৃতকার্য হয়ে থাকে।

মনের ভাবপ্রকাশের ভিত্তিস্থাপন করা ভাষাশিক্ষার প্রথম কথা। ভাষা যত নির্ভুল আত্মপ্রকাশও তত সুন্দর ও সহজসাধ্য হয়।

ছাত্রছাত্রীদের ভাষার যে সব ভুল প্রধানত চোখে পড়ে তা হ'ল উচ্চাবণ ও বানানের দোষ। আঞ্চলিকতার প্রভাব বানানভুলের একটা কারণ। বাংলাভাষায় শ-স-ষ, ন-ণ, জ-য এর উচ্চারণে পার্থক্য নেই। স্বরের হ্রস্বদীর্ঘতাভেদ নেই এবং অনেকেই ড়-র এর পার্থক্য বুঝে শুদ্ধ উচ্চারণ করতে পারে না। এই ভুল বানানেও আত্মপ্রকাশ করে। শুধু সাহিত্যের খাতায় নয়, ইতিহাস, ভূগোল, বিজ্ঞান, সব বিষয়েই অজস্র বানান ভুল চোখে পড়ে। শ্রুতলিপি বানান ভুলের সংশোধনের একটা উপায় উপরন্তু তাতে কানে শুনে লেখার অভ্যাসও হয়।

সাধুভাষা ও চলিতভাষার মিশ্রণ ছাত্রীদের ভাষার আরেকটা দোষ। রচনালেখার অভ্যাস করানো এর সংশোধনের একটা উপায়। ভাল রচনা লেখাতে হ'লে ছাত্রীদের রচনালেখার দিকে আকৃষ্ট করার দরকার। এমনভাবে রচনার বিষয়বস্তু নির্বাচন করতে হবে যাতে ছাত্রীদের চিন্তা করতে হয়, চিন্তা প্রকাশেও সুযোগ থাকে ও তারা মৌলিক প্রচেষ্টায় অনুপ্রেরিত হয়।

পাঠ্যপুস্তক পড়ানোর সময়ে কতকগুলি বিষয়ে দৃষ্টি রাখার প্রয়োজন। পাঠ্য তালিকার অপেক্ষাকৃত সহজ অংশগুলি আগে পড়াতে হবে, তারপর লব্ধজ্ঞানের ভিত্তিতে কঠিনগুলিকেও হৃদয়গ্রাহী করান সম্ভব হবে।

মাতৃভাষা মুখস্থ করার বিষয় নয়, এর আয়ত্তি অনুভূতিসাপেক্ষ। অনুভব ও উপলব্ধি ভাষাশিক্ষার আবশ্যক অংশ, এর প্রয়োজন প্রকাশের প্রয়োজনের চেয়ে কম নয়।

প্রকাশচেষ্টার প্রথম ধাপ নির্ভুলতা, তারপর সৌন্দর্য। ভাষার উৎকর্ষের আদর্শ আপেক্ষিক। সাহিত্যের ভালো আর বিদ্যালয়ের ছাত্রছাত্রীদের ভালোর মধ্যে পার্থক্য স্বাভাবিক।

অনুলেখিকা—মঞ্জুশ্রী দত্ত।

এরপর সমবেত শিক্ষিকারা ভাষার শিক্ষণ ও পরীক্ষণ এই দুই দিক নিয়ে পৃথকভাবে আলোচনা করেন।

১। মাতৃভাষাশিক্ষা।

উচ্চারণের বিভিন্নতা বিশুদ্ধ ভাষাশিক্ষার পথে বাধাস্বরূপ। শুধু পূর্ব ও পশ্চিমবংগের নয়, বিভিন্ন জিলারও উচ্চারণপার্থক্য বানানভুলের সম্ভাবনা বাড়িয়ে দেয়। প্রাথমিক শিক্ষার স্তর থেকে এই দোষের প্রতিকার হওয়া চা কারণ পঞ্চম বা ষষ্ঠ-শ্রেণি পর্যন্ত ভুল উচ্চারণের অভ্যাস চলে এলে তার সংশোধন দুষ্কর হয়।

অবশ্য মাধ্যমিক স্তরে এসেও সংশোধনের উপায় অবলম্বন করতে হবে। এই স্তরেও স্পষ্ট উচ্চারণের অভ্যাস করানো যেতে পারে। অভিনয়, গান, আবৃত্তি, বিতর্কসভা প্রভৃতির মধ্যে দিয়ে চিত্তবিনোদনের পথে এই কাজ অগ্রসর হ'তে পারে।

পাঠের ত্রুটির জন্য, চোখে দেখার ভুলের জন্য এবং অন্যমনস্কতাবশেও বানান ভুল হয়। ভাষার অন্যান্য ভুল হল—১। সাধু ও চলিতভাষার মিশ্রণ, ২। ছেদচিহ্নপ্রয়োগের ত্রুটি, ৩। সে ও তিনির সংমিশ্রণজাত দোষ ইত্যাদি। নোটবই মুখস্থ করার প্রবৃত্তি ভাষার ভুলের একটা কারণ। ভুলের সংশোধনের জন্য নিম্নলিখিত উপায়গুলির অবলম্বনের কথা বলা হয়ঃ—

১। শ্রুতলিপি, স্মৃতিলিপি লেখন।
২। অনুলিপি বা হাতের লেখা।
৩। ছাত্রছাত্রীদের নিজেদের দ্বারা ভ্রমসংশোধন।
৪। বারবার লেখার দ্বারা ভ্রমসংশোধন।
৫। পুনঃ পুনঃ অনুচ্ছেদ রচনার অভ্যাস।
৬। বিশুদ্ধ, সুন্দর রচনার প্রতিযোগিতা।
৭। ব্যাকরণজ্ঞানের সংগে ভ্রমের সংযোগসাধন।
৮। শব্দগঠনের খেলা।

শিক্ষয়িত্রীদের মতে ক্রীড়া ও প্রতিযোগিতামূলক অভ্যাসগুলিতে বানানভুলের সংশোধন ও ভাষাবিশুদ্ধি চিত্তাকর্ষক হয়।

বর্তমানে বাংলা বইগুলিতে নূতন ও পুরাতন বানানবিধি পাশাপাশি প্রচলিত থাকায় পরিস্থিতির জটিলতা বৃদ্ধি পেয়েছে। শিক্ষিকা যে বানানবিধি ব্যবহার করেন, ছাত্রীরা যদি সেটির পরিবর্তে অন্য বিধি অবলম্বন করে তবে তাদের বিধি অনুসারে বানান বিশুদ্ধ হ'লে তিনি স্বীকার করবেন। এইজন্য তাঁর সজাগ, সতর্ক দৃষ্টি ও উভয় বিধির সংগে পরিচয়ের প্রয়োজন।

ছাত্রছাত্রীদের আত্মপ্রকাশের ক্ষমতার অভাব ও বয়সানুযায়ী ভাবগ্রহণের অপারগতার সমস্যাও বাংলা-ভাষার শিক্ষাদানের ক্ষেত্রে গুরুতর। মাধ্যমিক শিক্ষাপর্ষতের ত্রুটিপূর্ণ পাঠ্যতালিকা এরজন্য অনেকাংশে দায়ী। পাঠ্যক্রম অতিরিক্ত গুরুগম্ভীর হওয়ায় শিক্ষিকার উচিত তার কঠিন ও সরল অংশগুলি বেছে নিয়ে মনের পরিণতির ক্রমানুসারে শিক্ষা দেওয়া। অনেক সময়ে অল্পবয়সে পড়া অধিক চাপ আত্মপ্রকাশের দৈন্যের কারণস্বরূপ হয় এবং সেটি প্রকৃতপক্ষে অভিভাবকদের সমস্যা।

এই প্রসংগে শিক্ষিকারা "group activity" বা "tutorial group" এর সুপারিশ করেন এবং বলেন যে পিছিয়ে পড়া ছাত্রছাত্রীদের জন্য ব্যক্তিগত সাহায্যের ব্যবস্থা করতে হবে। এদের দলগুলিকে (groups) মাপ অনুসারে ভাগ করে' নিতে হবে এবং শিক্ষিকারা নিজেরাই পাঠ্যসূচীর রদবদল করে' নেবেন।

আবৃত্তি, অভিনয়, বাইরের বইপড়া প্রভৃতির দ্বারা ছাত্রীদের আত্মপ্রকাশের ক্ষমতা কিছু বাড়ানো যায়। এতে আনন্দের মধ্য দিয়ে অভ্যাসের কাজ চলে।

শ্রেণিতে ছাত্রীদের লেখানোর অভ্যাস কম করানো হয় এবং অন্যান্য বিষয়ের আওতায় বাংলাভাষার কিছুটা অবহেলাও ঘটে থাকে। বিদেশীভাষা ইংরেজিকে আয়ত্ত করার দিকে ছাত্রছাত্রীরা বেশি দৃষ্টি দেয়।

শিক্ষিকারা নিম্নলিখিত উপায়গুলি আত্মপ্রকাশের অভ্যাসের জন্য অবলম্বন করা বাঞ্ছনীয় মনে করেন যথাঃ—

১। পাঠ্যবহির্ভূত বই পড়ার আগ্রহের সৃষ্টি।
২। শ্রেণির প্রত্যেক পাঠের অভিযোজনের স্তরে লেখার কাজ করানো। মাঝে, মাঝে, বিষয়মুখী প্রশ্নও করা চলবে।

৩। প্রশ্ন ও তুলনামূলক আলোচনার দ্বারা পাঠের প্রতি রসাকর্ষণের সৃষ্টি।

ব্যাকরণশিক্ষার আলোচনাপ্রসংগে বলা হয় যে বিদ্যালয়ের নিচু থেকে উঁচু পর্যন্ত প্রত্যেক শ্রেণির ছাত্রীরা ব্যাকরণে কাঁচা থাকে। ব্যাকরণের নীরসতাই এর কারণ। বিষয়ের চিত্তাকর্ষকতার অভাবে ছাত্রীদের মনোযোগ ও আগ্রহের অভাবের সৃষ্টি হয়। শিক্ষিকা পাঠ্যক্রমকে সরল থেকে জটিলে ভাগ করে' নিয়ে সহজ অংশগুলি আগে পড়াবেন। রম্যরচনার মধ্য দিয়ে ব্যাকরণ পড়ালেও ছাত্রীদের উৎসাহের সৃষ্টি হ'তে পারে।

ব্যাকরণের বইগুলির ত্রুটি ও ব্যাকরণ পাঠে অনাগ্রহের আরেকটি কারণ। ব্যাকরণের জটিল সূত্রগুলি পাঠ্যপুস্তকে দেওয়া উচিত নয়, সহজ ও সরস উপমা ও উদাহরণ সহযোগে বিষয়বস্তুকে সরলভাবে উপস্থাপিত করতে হবে।

উপসংহারে বলা হয় যে আমাদের বিদ্যালয়গুলি অতিরিক্তসংখ্যক ছাত্রীদ্বারা ভারাক্রান্ত, শিক্ষিকারা অল্প বেতন ও অধিক পরিশ্রমে পর্যুদস্ত, ছাত্রছাত্রীদের অধিকাংশের আর্থিক অবস্থা অনুন্নত,—বিশেষত, গ্রাম্য বিদ্যালয়ে অনেক সময়ে তারা অর্ধাহারে অধিক পরিশ্রম করতে বাধ্য হয়। এই সব কারণে যে-কোনো পাঠ্য তালিকাই ভারস্বরূপ হয়ে দাঁড়ায়।

শিক্ষণশিক্ষিতা শিক্ষিকাদের দায়িত্বপ্রসংগে "লিওনার্দো দ্যভিঞ্চির" একটি বাণীর উল্লেখ করা হয়, যথা—"Learn and then forget it" শিক্ষণ মহাবিদ্যালয়ের শিক্ষিত বিষয়সম্বন্ধেও এ-কথা প্রযোজ্য। বিদ্যালয়ে ফিরে গিয়ে সময়ের অল্পতা ও পাঠ্য তালিকার দৈর্ঘ্যের জন্য শিক্ষিত বিদ্যার প্রয়োগের কথা ভুলে যেতে হয়। আদর্শ ও কাজে বিরোধ বাধে।

২। পরীক্ষণ ও মূল্যায়ন

আলোচনাকালে শিক্ষিকারা পরীক্ষণের পরিবর্তে মূল্যায়ন শব্দটি ব্যবহার করেন। পাঠ্য বিষয়ের তথ্য জ্ঞানের পরিমাপকে পরীক্ষা বলা চলে, কিন্তু শিক্ষায় বহুমুখী প্রতিভার সর্বাংগীন বিকাশের নূতন উদ্দেশ্যের মাপকাঠির প্রতি মূল্যায়ন কথাটি বেশি প্রযোজ্য। মূল্যায়নের জন্য প্রশ্নকর্তাকে ছাত্রীদের পূর্বজ্ঞান, লব্ধজ্ঞান, বিষয়বস্তু, শিক্ষার উদ্দেশ্য প্রভৃতি প্রত্যেকটি বিষয়েই সচেতন থাকতে হবে।

সাহিত্যশিক্ষায় আত্মপ্রকাশের ক্ষমতা সর্বোচ্চ স্থান অধিকার করে বলে' ভাষাশিক্ষার ক্ষেত্রে রচনামূলক প্রশ্ন আবশ্যিক, তবে কোনো কোনো অংশে বিষয়মুখী প্রশ্নও চলতে পারে। উভয় প্রকারের প্রশ্নের মধ্যে কোনটি, কিভাবে এবং কতখানি ব্যবহার করা যায় তাই আলোচ্য। এ সম্বন্ধে শিক্ষিকারা সিদ্ধান্ত গ্রহণ করেন যে পঞ্চম ও ষষ্ঠশ্রেণিতে শতকরা ২০ ভাগ প্রশ্ন রচনামূলক ও ৮০ ভাগ বিষয়মুখী করা যায় এবং সপ্তম থেকে দশম শ্রেণিতে শতকরা ৪০ ভাগ বিষয়মুখী ও ৬০ ভাগ রচনামূলক প্রশ্ন দেওয়া যায়।

তারপর কিরূপ প্রশ্নের কিরূপ মূল্য দেওয়া যাবে সেই আলোচনা হয়। খাতা দেখার সময়ে প্রথমে বিষয় বস্তুর দিক থেকে প্রশ্নের উত্তর ঠিক আছে কিনা বিচার করতে হবে। দ্বিতীয়ত দেখতে হবে ভাষার গঠন ও ভংগি কেমন ও বিষয়বস্তু গুছিয়ে লেখা হয়েছে কিনা। তৃতীয়ত বানানবিশুদ্ধি কতদূর হয়েছে এবং চতুর্থত হাতের লেখার সৌন্দর্য ও পরিষ্কার পরিচ্ছন্নতার বিচার করতে হবে।

এরপর মান অনুসারে বিষয়মুখী প্রশ্নমালার প্রকার ও প্রকৃতির উদাহরণসহ আলোচনা হয় এবং বিষয় মুখী প্রশ্ন ভিন্ন ছোট ছোট উত্তরের কয়েকটি প্রশ্ন গঠন করা হয়। যেমন, রবীন্দ্রনাথের "শরতে বংগ" কবিতা পড়িয়ে প্রশ্ন করা যায়—

(১) শরতে বংগমাতা শেফালি ফুলের মালা কেন পরেছেন?
(২) বংলাদেশে নবান্ন উৎসব কখন ও কেন হয়?
(৩) কবি জননী বলে কাকে সম্বোধন করেছেন? ইত্যাদি।

নিচের শ্রেণিতে পাঠ্যবিষয়ের মধ্যে উপমা অলংকার থাকলে শিক্ষিকা সে-বিষয়ে সহজ সহজ প্রশ্ন করতে পারবেন, কিন্তু ব্যাখ্যা লিখতে দেবেন না।

সপ্তম শ্রেণিতে সত্যেন্দ্রনাথের "মেথর কবিতাটি সম্পর্কে নিম্নলিখিত কতকগুলি প্রশ্ন রচনা করা হয়—

১। "তুমি আছ, গৃহবাসে তাই আছে রুচি "—
কবি "তুমি" বলে' কাকে সম্বোধন করেছেন ?

২। "নীলকণ্ঠ করেছেন পৃথ্বীরে নির্বিষ
আর তুমি তারে করেছ নির্মল।"—
"নীলকণ্ঠ কে ? তিনি কখন, কি ভাবে পৃথিবীকে নির্বিষ করেছিলেন ?

পৌরাণিক, ঐতিহাসিক প্রভৃতি বিষয়ের উল্লেখের ক্ষেত্রে ফলশ্রুতির ক্ষেত্রে উল্লিখিত বিষয়ের পরিমিত পরিমাণ নির্ধারণ করতে হবে।

পঞ্চম শ্রেণি থেকে ক্রমান্বয়ে মূল্যায়নের মান উন্নত করতে হবে। কবির মনোভাব, অনুভূতি, ছন্দ, প্রভৃতি বিষয়ে অষ্টম শ্রেণি থেকে দৃষ্টি দেওয়া যায়। উদাহরণ স্বরূপ মধুসূদনের "বংগভূমির প্রতি" কবিতার সম্পর্কে কয়েকটি প্রশ্ন রচনা করা হয়, যথা

মধুহীন কোরো-নাগো তব মনঃ কোকনদে"—
মধু শব্দ কয় অর্থে বলা হয়েছে ?

২। বংগভূমির প্রতি কবির আবেদন কি ?
৩। জীবনকে কবি কিসের সংগে তুলনা করেছন ?
৪। দেহ আর আকাশের মধ্যে সাদৃশ্য কি ?
৫। "সুবরদে" বলে' কাকে সম্বোধন করা হয়েছে এবং কেন ?

এরপর ক্রমান্বয়ে মধুসূদনের অমিত্রাক্ষর ছন্দ, স্বদেশপ্রেম, জীবনের দুঃখকথা সমস্তই স্পর্শ করতে হবে।

অষ্টম শ্রেণির জন্য বিভূতি ভূষণ বন্দ্যোপাধ্যায়ের গল্প "বিচার" অবলম্বনে কয়েকটি প্রশ্ন গঠন করা হয়—

১। অদৃশ্য বিচারক কে ?
২। বিচার গল্পটিতে কোন কালের কথা বলা হয়েছে ?
৩। তখনকার দেশের অবস্থার পরিচায়ক দুটি বিষয়ের উল্লেখ কর।
৪। তখন দেশে কি কি যানবাহন প্রচলিত ছিল ?
৫। বিচার কে করলেন এবং কেমন ভাবে হ'ল ?

নবম শ্রেণিতে ছাত্রীদের আত্মপ্রকাশক্ষমতার দিকে বেশি দৃষ্টি দিতে হবে; তবে স্মৃতিশক্তির পরীক্ষাও সম্পূর্ণ বর্জনীয় নয়। ক্ষুদ্র রচনামূলক প্রশ্নের সম্পর্কে রবীন্দ্রনাথের প্রতিনিধি কবিতা অবলম্বনে আলোচনা হয়।

১। মারাঠাদের গৈরিক পতাকা কার কাছে পাওয়া ? গৈরিক পতাকার আদর্শ কি ?
২। কবিতাটির "প্রতিনিধি" নামকরণের সার্থকতা কি ?

নবম শ্রেণির গদ্যাংশ পড়াবার সময়ে "নতুনদা," "রুপোকাকা" প্রভৃতি অপেক্ষাকৃত সহজ অংশগুলি আগে পড়ানো আবশ্যক। কঠিন অংশগুলি দশম ও একাদশ শ্রেণিতে পড়ালে ভাবগ্রহণে বাধা ঘটবেনা।

দশমশ্রেণির **জন্য** বিভিন্ন পাঠ্যাংশ অবলম্বনে প্রশ্নের ধারা নিম্নলিখিত ভাবে প্রদর্শিত হ'ল—

১। "শিব ও রুদ্র! রক্ষক ও সংহারক!
কথাটি লেখক কখন এবং কাকে বলেছেন ?

২। "কে যেন ক্রীড়াশীল তরংগগুলিকে 'তিষ্ঠ' বলিয়া স্থির করিয়া রাখিয়াছে"।
এখানে কোন পৌরাণিক কাহিনীর উল্লেখ পাও কি ? সেই কাহিনীতে কে কাকে স্থির করেছিলেন ? এক্ষেত্রে ?

৩। "কেনা জানে অম্বুবিম্ব অম্বুমুখে সদ্যঃ পাতী।"
অম্বুবিম্বের সংগে কিসের তুলনা হয়েছে ? তুলনার সাদৃশ্যটি কি ? অম্বুবিম্ব আর অম্বুমুখে পদদুটিতে অম্বু শব্দে কাকে কাকে উল্লেখ করা হয়েছে ? ভারতীয় দর্শনের জীবাত্মাপরমাত্মাসম্বন্ধীয় কোনো ভাবের সংগে এর সাদৃশ্য পাওকি ?

৪। "মাৎসর্য বিষদশন কামড়েরে অনুক্ষণ"
মাৎসর্যের যাতনার সংগে কিসের তুলনা করা হয়েছে ?
কে, কি ভাবে, কার প্রতি মাৎসর্য দেখিয়েছিলেন ?

অনুলেখিকা — **শিপ্রা চট্টোপাধ্যায়।**
যুগকল্যাণ বালিকা বিদ্যালয়।

গ্রীষ্মকালীন শিক্ষাশিবিরে রচিত কয়েকটি প্রশ্ন

(২৭ পৃষ্ঠার পর)

৩। এই কবিতার বর্ণিত বাংলাদেশের মূর্তির সংঙ্গে তার ভৌগোলিক বিশেষত্বের যোগসূত্র বুঝিয়ে দাও।

৪। যে কয়জন প্রসিদ্ধ বাঙ্গালীর গৌরবের উল্লেখ করা হয়েছে তাঁদের নাম উল্লেখ করে' তাদের সম্বন্ধে একটি বাক্য লেখ।

৫। বিটপাল ও ধীমান কিসের জন্য প্রসিদ্ধ ছিলেন ?

৬। "তপের প্রভাবে বাঙ্গালী সাধক জড়ের পেয়েছে সাড়া, আমাদের এই নবীন সাধনা শবসাধনার বাড়া ;"
বাঙ্গালী সাধকটি কে ? তিনি কি ভাবে জড়ের সাড়া পেয়েছেন ? এটী নবীন সাধনা কেন ? শবসাধনার সংগে এর সাদৃশ্য কি ?

৭। কবিতার থেকে ছত্র উদ্ধৃত করে' নিচের প্রশ্নগুলির উত্তর দাও—
(ক) বাঙ্গালী কার সংগে যুদ্ধ করে' বেঁচে আছে ?
(খ) নাগকে নিয়ে আমরা কি করি ?
(গ) বিজয়সিংহ কোথায় নিজ পরিচয় রেখেছেন ?
(ঘ) আমরা মগ ও মোগলের আক্রমণ কি ভাবে প্রতিহত করেছি ?
(ঙ) কার হুকুমে দিল্লীনাথকে হটতে হয়েছিল ?

বিভা চন্দ

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কৈফিয়ৎ

গতবৎসরের শ্রাবণী পাঠকপাঠিকাদের কাছ থেকে বিদায় নিয়েছিল, কিন্তু ভাগ্যের প্রসন্নতায় সে আবার উপস্থিত হ'ল। ইতিমধ্যে আমরা শিক্ষক সমাচারের মধ্যদিয়ে কতকগুলি বিষয়মুখী প্রশ্নমালা আপনাদের উপহার দিয়েছিলাম, —আশাকরি কাজে লেগেছিল। এই সংখ্যায় গ্রীষ্মকালীন ও শীতকালীন শিক্ষাশিবিরের বাংলাশাখার শিক্ষিকাদের কাজের নমুনা বহুলাংশে প্রকাশিত হ'ল।

বাংলা পড়ানোর দুই আলোচনাসভায় বিভিন্ন মাধ্যমিক বিদ্যালয় থেকে আগত শিক্ষিকা সমবেত হয়ে নিজেদের শিক্ষণের বাস্তবিক সমস্যাগুলি নিয়ে আলোচনা করেছিলেন। এঁদের মধ্যে ছিলেন বিশ্ববিদ্যালয়ের উচ্চতম উপাধিধারিণী, ছিলেন অভিজ্ঞ শিক্ষিকা আবার নবীনাও ছিলেন কয়েকজন, শিক্ষণ শিক্ষিতা ছিলেন অনেকে। এই বৈচিত্র্যের মধ্যে একাগ্রতাসহকারে নিজেদের ছাত্রীদের ক্ষমতা ও আগ্রহের দিকে দৃষ্টি রেখে তাঁরা যে কাজ করেছেন তার উৎকর্ষবিচার পাঠকপাঠিকারা করবেন।

৬ই থেকে আরম্ভ করে' ৭ই জুন প্রত্যহ বেলা এগারেটা থেকে বিকাল ছয়টা পর্যন্ত গ্রীষ্মকালীন সভার কাজ হয়। প্রত্যহ সকালে সমবেত হয়ে প্রথমে কতকগুলি মূলনীতির আলোচনা করার পর শিক্ষিকারা ছোট ছোট দলে বিভক্ত হয়ে বিষয়ের একেকটি অংশ নিয়ে আলোচনা করেন।

বাংলা পড়ানোর ক্ষেত্র বিস্তৃত, কিন্তু সামগ্রিক আলোচনার পরিবর্তে শিক্ষিকাদের কাছ থেকে প্রাপ্ত সমস্যার অনুসরণে বিরাট ক্ষেত্রের ছয়টি অঞ্চল বেছে নিয়ে বিস্তারিত, কার্যিক আলোচনার দ্বারা পাঠন ও পরীক্ষণের বিভিন্ন পরিকল্পনা গৃহীত হয়। গৃহীত ছয়টি অঞ্চলের তালিকা এবং অঞ্চলগুলির ক্ষুদ্রক্ষুদ্র বিভাগ প্রকাশিত বিবৃতিতে দেখতে পাবেন।

শিবিরের প্রথমেই যে সাধারণ প্রসংগের উত্থাপন করা হয়েছিল তার হ'ল ছাত্রীদের আগ্রহের কথা। বিষয়বস্তুকে যতই সরল ক্ষুদ্রাংশে বিশেষিত করে' দেওয়া হোকনা কেন, ছাত্রীদের আগ্রহ না থাকলে অনিচ্ছার পাঠ ভারস্বরূপ হবে, কঠিন বোধ হবে, শিক্ষার মান নিচু হয়ে পড়বে। এই নিতান্ত প্রয়োজনীয় আগ্রহ ও উৎসাহ ছাত্রীদের মধ্যে কি করে সৃষ্টি করা যায় তা আলোচিত হ'ল। পাঠে অনাগ্রহের বহু কারণ আছে, তার মধ্যে সাংসারিক ও আবহজনিত কারণগুলির প্রতিকার বিদ্যালয়ের অধিকারবহির্ভূত। শ্রেণিকক্ষের মধ্যে যা করা সম্ভব তাই হ'ল সভার আলোচ্য। আভ্যন্তরিক কারণসমূহের মধ্যে পাঠন পদ্ধতির অনুপযোগিতা ও পাঠ্যক্রমের বিষয়াতিশয্য প্রধানরূপে গৃহীত হ'ল। দুই সমস্যার একত্র আলোচনার জন্য—"শিক্ষিকারা কি ভাবে বাংলা সাহিত্যের প্রতি আগ্রহের সঞ্চার করবেন এবং পাঠে আগ্রহান্বিত হলে পাঠ্যক্রমের বোঝা লঘু হয়ে যাবে কি না''—এই প্রশ্নের অবতারণা করা হ'ল।

ছাত্রীদের শ্রেণির পড়া ভালো না লাগার প্রধান কারণ বাল্য ও কৈশোরের বয়ঃপ্রকৃতির মধ্যে নিহিত। এই বয়সে শরীর মনের সঞ্চারিণীবৃত্তি প্রবল থাকে। এরা কাজ করতে চায় বলে, এদের পক্ষে চুপ করে' শোনা অস্বাভাবিক। আত্মপ্রতিষ্ঠা চায় বলে' নির্বিচারে মেনে নেওয়া কঠিন, জীবনপাত্র অস্থিরতায় উচ্ছলিত হয় বলে' বাহির থেকে জ্ঞান পরিবেশন করলে অন্তরে প্রবেশ করেনা।

এই অবস্থায় শিক্ষিকা ছাত্রীদের নিজেদের উদ্যোগে পড়াশুনোর কাজ করিয়ে নেবেন, আপ্তবাক্য না বলে ভাষার বিশেষত্ব আর সাহিত্যের সৌন্দর্য নিজে আবিষ্কার ও উপলব্ধি করতে দেবেন, পরিণায়মান মানসিক ক্ষমতায় উদ্বুদ্ধ হয়ে তারা যাতে স্বয়ং বিষয়বস্তু আয়ত্ত করতে পারে তার সুযোগ দেবেন।

প্রচলিত শিক্ষাব্যবস্থায় জীবনবিযুক্ত মুখস্থবিদ্যার ক্ষেত্রে কোনো বৈপ্লবিক পরিবর্তন আনা সহজ নয়। উপরন্তু, বর্তমান বিদ্যালয়বৎসর অর্ধেক সম্পূর্ণ হয়ে গেছে, কাজেই উপরিউক্ত নীতিগুলিকে রূপ দেওয়ার কোনো বৃহৎ গবেষণার পরিকল্পনা করা গেল না। স্থির হ'ল যে উপস্থিত প্রত্যেক শিক্ষিকা নিজের একটি ক্ষুদ্র সমস্যার অবলম্বনে তার সমাধানের সহজ পরিকল্পনা গ্রহণ করবেন। সাফল্যমণ্ডিত হ'লে বৃহত্তর ক্ষেত্রে কাজ করা যাবে। প্রদত্ত পাঠক্রমগুলিতে আপনারা এই কাজের নমুনা দেখতে পাবেন।

পরে আরো দুটি সাধারণ নীতির আলোচনা হ'ল। প্রথমত [illegible] যায় যে ছাত্রীদের পক্ষে আগ্রহজনক পাঠনপদ্ধতি গ্রহণ করার পক্ষে বর্তমানে প্রচলিত পাঠ্যক্রমগুলি নিত[illegible] অযোগ্য। এই অবস্থায় পাঠ্যক্রম-সম্বন্ধীয় গবেষণার উদ্দেশ্যে শিক্ষিকা ও ছাত্রীদের পারস্পরিক সহযোগিতায় নূতন পাঠ্যক্রমের পরিকল্পনা আবশ্যক, কিন্তু এ বৎসরে বাৎসরিক পাঠের অনেকাংশ সম্পন্ন হয়ে যাওয়ায় প্রদত্ত পাঠ্যক্রমেরই ঈষৎ পরিবর্তনের দ্বারা নূতন পদ্ধতির প্রয়োগ স্থির হয়। আশা করা যায় যে এই কয়মাসের অভিজ্ঞতার ভিত্তিতে পরবৎসর বৃহত্তর পরিকল্পনার গ্রহণ সম্ভবপর হবে।

দ্বিতীয়ত সাহিত্যপাঠপ্রসংগে সাহিত্যের ইতিহাসের আলোচনা হয়। মাধ্যমিক বিদ্যালয়ে বিষয়টি নূতন। অধিকাংশ শিক্ষিকার মতে নবম শ্রেণিতে ছাত্রীদের সাহিত্যের ইতিহাসগ্রহণ করার মতো মানসিক পরিণতি হয়না! কিন্তু আলোচনার পর নির্ধারিত হ'ল যে সাহিত্যবহির্ভূতভাবে সাহিত্যের ইতিহাসে পড়ানো হয় বলে' ছাত্রীরা তা গ্রহণ করতে পারে না, মানসিক পরিণতির অভাবের জন্য নয়। এই বিষয়ে দুটি সিদ্ধান্ত গৃহীত হ'ল। প্রথমত বিদ্যালয়ের নিম্নতম শ্রেণি থেকে ছাত্রীদের সাহিত্যের সংগে পরিচয় ঘটতে থাকে। সেই উপলক্ষ্যে অন্তত ষষ্ঠ শ্রেণি থেকে যে সব ও লেখকের রচনা পড়ানো হজে তাঁদের পরিচিতির সংগে তাঁদের বিষয়ে গল্প ও ছবি সংগ্রহ করে' কালানুক্রমিকভাবে আলগাপাতার ফাইলে সাজিয়ে রাখলে ও একটি সময়ের রেখা বা সিঁড়ি তৈরী করলে পাঠ্যবস্তুর সাহিত্যিক পরিপ্রেক্ষিত উজ্জ্বল হয়ে উঠবে। প্রত্যেক শ্রেণির একটি স্বরচিত সাহিত্যের ইতিহাসও থাকবে। নবম থেকে একাদশ শ্রেণি পর্যন্তও এই প্রক্রিয়া অনুসরণ করলে সাহিত্যের ইতিহাসটি সম্পূর্ণতর হবে।

দ্বিতীয়ত, বোর্ডের নির্ধারিত সাহিত্যের ইতিহাসে এমন অংশ আছে সাহিত্যের পাঠ্যপুস্তকে যার হদিস পাওয়া যায়না। এই অংশগুলির জন্য মুখস্থবিদ্যার ওপর নির্ভর করতে হবে কিনা এ প্রশ্ন উত্থাপিত হ'ল। সিদ্ধান্ত হ'ল যে তা যদি হ'ত তবে ভারের লাঘব হ'ত, কিন্তু এই অংশকেও পূর্বপরিচিতির দ্বারা সহজ করা যায়। ছাত্রীরা আনন্দ পাবার জন্য অবসর সময়ে বই পড়ে' থাকে। শিক্ষিকা সাহিত্যের পাঠ্যবহির্ভূত অংশ সরলাকারে অনুরূপভাবে পড়িয়ে দিতে পারেন। উদাহরণস্বরূপ চর্যাচর্যবিনিশ্চয় ও শ্রীকৃষ্ণকীর্তনের উল্লেখ করা হয়। এগুলি থেকে সরল অংশ সংগ্রহ করে' আধুনিক বাংলায় রূপান্তরিত করে' শিক্ষিকা ছাত্রীদের পড়তে দেবেন। পাঠের ভিত্তিতে আলোচনার সূত্রপাত করে' ইতিহাসের পটভূমিতে উত্তীর্ণ হ'তে হবে। মংগলকাব্যের ইতিহাস আরো সরস হতে পারে। কৃত্তিবাসী রামায়ণ ও কাশীদাসী মহাভারতের যেমন আধুনিকীকৃত সরল সংস্করণ পাওয়া যায় অন্যান্য কাব্যের তেমন না হবার কারণ নেই। শিক্ষিকারা স্বয়ং এইসব সংস্করণ প্রস্তুত করার দায়িত্ব নিতে পারেন এবং এগুলিকে দ্রুতপাঠ্য করার জন্য মাধ্যমিক শিক্ষাপর্ষতের কাছে অনুরোধ জানাতে পারেন। স্বর্গীয় দীনেশচন্দ্র সেনমহাশয়ের সাহিত্যের ইতিহাস ও বঙ্গসাহিত্য পরিচয়ের নূতন সংস্করণ হচ্ছেনা। হয়তো স্নাতকস্তরের পাঠ্যহিসেবে এগুলি যথেষ্ট নিযোগ্য নয়, কিন্তু এগুলির রচনারীতির সরসতা ও চিত্তাকর্ষকতা অনুকরণীয়।

পড়ানোর পর পরীক্ষা জীবনের পর মৃত্যুর মতোই অনিবার্য এবং বর্তমান ব্যবস্থায় তথৈব ভয়াবহ। কিন্তু এমন হওয়ার কোনো কারণ নেই। পরিচিতিবোধ ও রসানুভূতিজনিত আনন্দ যদি সাহিত্য পড়ানোর উদ্দেশ্যসমূহের মধ্যে মুখ্য হয় তবে পরীক্ষার পদ্ধতিতেও ওই উদ্দেশ্যের প্রতিফলন হওয়া চাই। এইজন্য সমবেত শিক্ষিকারা পরীক্ষাপদ্ধতির আলোচনাদ্বারা প্রচলিত এবং নূতন পদ্ধতিতে বহু প্রশ্ন রচনা করেন। একেকটি পাঠ্যাংশ নিয়ে বহু প্রশ্ন রচিত হয়; তার কিছু কিছু নমুনা প্রকাশিত হ'ল। রচনামূলক পদ্ধতির কিছু পরিবর্তন দ্বারা "বিষয়নিষ্ঠ'' প্রশ্ন তৈরী করা হয়েছে যাতে ছাত্রীরা উত্তর লেখার সময়ে অবান্তর কথার সন্নিবেশ না করতে পারে, তাছাড়া বিষয়মুখী পরীক্ষারও নমুনা দেওয়া হয়েছে। প্রত্যেক শিক্ষিকা যদি অবসর সময়ে বাৎসরিক পাঠ্যক্রমের সমুদয় প্রশ্ন এককালীন রচনা করে' রাখেন তবে পুনঃপঠন, শ্রেণির কাজ, বাৎসরিক, ষাণ্মাসিক, ত্রৈমাসিক ও মাসিক পরীক্ষার সময়ে অনায়াসে সেগুলির ব্যবহার করতে পারবেন। পুনশ্চ এই ধরণের প্রশ্নের প্রকৃতি এমন যে এগুলি বারবার ব্যবহার করা যায়। পরীক্ষার আলোচনার শেষদিনে ডেভিড হেয়ার ট্রেনিং কলেজের শিক্ষা ও মনোবৈজ্ঞানিক গবেষণাবিভাগের অধ্যাপক শ্রীদিবাকর মাহান্ত শিক্ষিকাদের সংগে পূর্ণদিবস কাটিয়ে তাঁদের কাজের সাহায্য করেন।

শিক্ষণ শিক্ষাশিবিরের কাজ সুষ্ঠুরূপে সম্পন্ন হ'ল; কিন্তু অতঃকিম? শিক্ষিকারা যে পরিকল্পনাগুলি প্রস্তুত করে' নিয়ে গেলেন সেগুলি কাজে লাগাবেন কি? তা যদি করেন তবে তাঁদের শ্রেণিকক্ষের সাফল্য তাঁদের মধ্যেই আবদ্ধ থাকবেনা, তাঁদের অভিজ্ঞতার অংশভাগিনী হয়ে অনেকেই বাংলা পড়ানোর উন্নতি করতে পারবেন। মাতৃভাষার যে অবমাননা ও মানের অবনয়ন বাঙালী শিক্ষকশিক্ষিকার হাতে হয়ে আসছে পৃথিবীর কোনো দেশে তার তুলনা পাওয়া কঠিন। রবীন্দ্রজন্মশতাব্দিবৎসরে এই অবস্থার প্রতিকারের প্রতিজ্ঞা কি আমরা করতে পারিনা?

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